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ABSTRACT

The Cluster Schools Program attempted to restructure the governance structure in participating Newark (New Jersey) schools through shared decision making and site-based management. It also sought to foster strong links with other public and private institutions by establishing a collaborative that includes university participants among others. This report presents results of the first evaluation of program impact on the 10 participant schools. The evaluation relied on perceptions, attitudes, and behaviors of major participants. Questionnaires were completed by 4 central office personnel, 21 administrators, 187 teachers, and 274 parents. Highlights of findings are presented in the following areas: (1) the impact of organizational changes on schools; (2) the central office team; (3) endorsement of site-based management; (4) the level of involvement of schools and faculties in major program initiatives; (5) teacher perceptions of the impact of the Cluster Schools Program on bringing about change in the schools; and (6) the impact on student achievement. Highlighted findings underscore the need for the school district to look critically at the restructuring effort. Recommendations emphasize the importance of enhancing impact on the instructional program. Sixteen tables and four figures illustrate the evaluation. Three appendixes list collaborators, contain the study instruments, and give an achievement profile for cluster schools. (SLD)

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Restructuring Urban Schools in Newark:

An Evaluation of the Cluster Schools Program

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CLUSTER SCHOOLS

1992

Office of Planning, Evaluation & Testing
Newark Board of Education

Restructuring Urban Schools in Newark:

An Evaluation of the Cluster Schools Program

October 1992

Author: *Elaine M. Walker, Ph.D*

Office of Planning, Evaluation & Testing

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The purpose of this evaluation is not simply to determine how successful the Cluster School Restructuring initiative has been, but more importantly to provide the District with information which can be used to enhance the effectiveness of any future initiative which it seeks to undertake. To that end, all those who have participated in this evaluation in whatever capacity have made an inestimable contribution to the District's attempt to provide a quality education for all of Newark's students.

The Office of Planning, Evaluation and Testing would like to thank, first of all, all those who responded to the various surveys that were distributed. This includes the staff in the Department of Cluster Schools Program, faculty, administrators and parents. Secondly, Dr. Mike Palij and Wendy Arnone for their assistance with the development of the instruments, the gathering of achievement data and literature search. Thirdly, Dr. Jean Adilifu and her staff, particularly Ms. Eva Ortiz, for their feedback on the instruments and their assistance in the distribution and collection of the questionnaires. We would like to extend additional thanks to Ms. Ortiz for her role as an effective liaison between the evaluation effort and the Cluster Schools Program. And finally, Ms. Sherleen Hillman for her diligence in the wordprocessing and layout of this project and Ms. Gwendolyn Johnson for her technical assistance. Without these individuals the successful completion of this project would not have been possible.

Highlighted Findings

Bringing about systemic changes in school structures requires a long term commitment to both the concept and process of change. The experiences of school districts which have attempted to restructure either in part, or wholly, aspects of their educational environments indicate that this process is complex and tends to occur slowly. However, as the restructuring process progresses, changes and redefinitions of goals and focus may have to occur. The highlighted findings from the evaluation of the Cluster Schools Program, which are presented below, underscore the need for the District to look critically at the manner in which this restructuring effort is unfolding in the schools. Recognizing that the process of change requires time, the challenge is how to make this effort more effective, especially with respect to the instructional program.

Impact of Organizational Changes on Schools

* The creation of a layer of support in the Central Office was rated positively by most school administrators.

* The Cluster Schools Program has been successful in bringing about levels of improvement in several problematic areas that existed in the schools before the initiative began in 1989. However, for some schools, important factors that make for a viable instructional program have not been fully addressed, for example, staffing, discipline, school management and staff attendance.

* School administrators feel that several of the program components associated with the Cluster Initiative have not made a significant imprint on their instructional programs.

Central Office Team

* Feelings of dissonance exist among some members of the Central Office Team with respect to their enacted roles. In spite of this, all members of the team feel that they are being effective in helping the schools to improve.

* Difficulties with school administrators have resulted in minimal involvement of some members of the Central Office team in these administrators' schools. Further the involvement of some members of the Central Office team in some key activities associated with the Cluster Initiative is minimal.

* Among some schools, there currently exists an imbalance between local site autonomy and central office oversight and responsibility with that imbalance in favor of the school.

Highlighted Findings

Endorsement of Site-Based Management

* In spite of the move towards shared decision making as an important element of the restructuring initiative, almost half of all teachers surveyed do not feel that they know enough about the concept to offer an opinion about it.

* Those administrators and teachers who feel that they understand the concept of shared decision making endorse the concept very highly. There is a hesitancy, however, to endorse site based management for other schools. Also, both administrators as well as teachers concur that the adoption of shared decision making has not made their jobs easier, neither has it resulted in significantly different school practices.

* Teachers who were members of their schools' faculty corps, leadership, and school improvement teams were likely to feel more positively about shared decision making than teachers who were not members.

Level of Involvement of Schools and Faculties in Major Program Initiatives

* Activities which have engendered the most extensive involvement according to school administrators are the Princeton Training and the concomitant development of leadership teams and faculty corps.

* The parent corps have not achieved the same degree of coalescence as the faculty corps in most of the schools.

* School administrators value very highly the leadership group structures which have emerged out of the Cluster Schools Initiative, with the leadership team being rated the most positive.

* Few schools have engaged extensively in shared decision making, and student mentoring programs.

* School administrators, while expressing satisfaction with the professional development activities which they personally have received through the Cluster Program, are less satisfied with the staff development activities for teachers and parents.

* One third of all teachers responding to the survey noted that they are not directly involved with any of the novel programs associated with the Cluster Schools Program.

Highlighted Findings

* Based on teacher responses, the activities with the highest level of involvement are cooperative learning and the Teacher Professional Development Project.

* At least 44% of all parents surveyed indicate that they know about, and understand what the Cluster Program wants to accomplish. However, the percentage of parents reporting membership on their schools' parent corps is relatively small.

* Parents who are members of their schools' parent corps express strong satisfaction with the training which they have received through the Cluster Program.

Teacher Perceptions of the Impact of the Cluster Schools Program on Bringing about Changes in Their Schools

* Only a relatively small percentage of teachers (31%) feel that the Cluster School Program has impacted positively on their schools' morale. In spite of this low figure, slightly more than half (56%) express optimism that their schools will improve.

* The percentage of teachers who indicate that the Cluster Schools Program has had an impact on their classroom practices is 39%. Forty-six percent see no impact, and 16% are undecided.

* Over 60% of the teachers responding to the survey believe that teachers now have more opportunities to influence school policy. However, only 49% thought that administrators spend more time soliciting teacher opinions.

Impact On Student Achievement

* In following the pattern of achievement of the Cluster Schools from 1988 through 1992 we have seen a significant decline in these schools position vis-a-vis the district. This has occurred in all three academic areas, reading, language arts and mathematics at both the elementary as well as the secondary level.

* The most dramatic downturn in the performance of most of the Cluster schools occurred in 1991.

* The only school which has increased its academic performance relative to its position in 1988 is Eighteenth Avenue. This occurred in both mathematics and language arts.

Highlighted Findings

* Substantial declines are evident in two schools, Cleveland and Morton, for all three academic areas.

Recommendations

* A balance must be established between site-autonomy and control and Central Office oversight and responsibility.

* If the Central Office Team is to maximize its effectiveness, it must critically address the problems of role strain and dissonance which currently exists among some of its members.

* The Division of Cluster Schools Program must revisit from a programmatic viewpoint the way in which the restructuring effort is unfolding. This will require a keen look at the various programs and a critical appraisal of each program's contribution to the enhancement of learning.

* It is crucial that the Division of Cluster Schools Program unravel the reasons behind the significant slippage in student performance which we have seen in most of the Cluster schools.

* Expanded opportunities for professional development, especially with respect to instruction, must become a priority.

* Since the average classroom teacher appears to be only marginally and tangentially involved in the process of change, ways of making the Cluster Initiative more immediate and direct to their experiences in the classroom must be explored.

* Some formal mechanism for determining accountability must be built into the overall plan for restructuring these schools. Issues pertaining to what is expected of the schools and the Central Office at the various junctures of this initiative should be clearly articulated. Accountability cannot be ad hoc, but must be systematic and formalized so that a clear understanding of goals and expectations is achieved by all.

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An Overview of the Cluster Schools Program

Chapter One

Introduction

The thrust towards the restructuring of public schools has been influenced by the interplay of three factors: the quest to improve the economic competitiveness of America; the desire to ensure that the inequities in educational services and outcomes that are apparent in certain communities are redressed; and the need to resolve the emerging crisis in the quality of the teaching force (Elmore, 1990). Historically, the restructuring movement can be traced to the late 1970's when the emphasis was on academic content and higher standards for students and teachers. The current wave of restructuring initiatives are more comprehensive and broad based in orientation, encompassing not only the establishment of higher expectations for students, but also advocating for fundamental changes in teaching pedagogies, and in the practice and management of public schools (Elmore, 1990:1).

Four undergirding themes lie at the heart of the current wave of restructuring efforts (Wehlage, Smith and Lipman, 1992). The first centers on the nature of student experiences in school, and speaks to the issues of quality in curriculum, instruction, school climate, discipline and student support in non-academic areas. The second motif addresses the professional life of teachers, calling for a redefinition and reconceptualization of the role and responsibilities of the teacher. The third theme concerns school governance, management and leadership. These restructuring efforts seek to reconfigure the ways in which authority and accountability are distributed in schools through site-based management, shared decision making and school councils. The fourth or final theme calls for an expansion in the number of stakeholders in the educational process through the establishment of collaboratives with community and private sector elements. Although conceptually and analytically these motifs may be treated as distinct, most school reform agendas usually incorporate more than one.

Support for restructuring schools has come from a broad coalition of different groups, including state and federal legislators, local educators and politicians, as well as private foundations and industry. Major restructuring attempts have occurred in Chicago, Dade County, Florida, Philadelphia, the San Juan (UT) School District and the McCormick County School Districts of South Carolina among others. Results on the success of some of these efforts are far from conclusive.

For example, a recent evaluation of the New Futures Initiatives - which represents an attempt by the Annie E.Casey Foundation to initiate institutional changes in several schools throughout the country - found that in actuality over a three year period no major restructuring of the schools had occurred (Wehlage, Smith and Lipman, 1992). The new roles for teachers and administrators that were envisioned failed to materialize. Schools were also unable to develop meaningful collaboration with outside public and private institutions. Similarly, studies of the impact of the Chicago school reform act of 1988 found that attempts at restructuring have had minimal impact on basic classroom practices. The findings from these studies imply rather clearly that entrenched institutional and cultural practices within public schools are extremely difficult to change.

It is against this backdrop of a nationwide move towards the reorganization of public schools coupled with an acknowledgement of the problematic histories of schools in the Central Ward, that the initiative in Newark can be understood. In 1989, the Newark School District attempted a restructuring initiative involving Central High School and 7 of its feeder elementary schools: Morton, Quitman, Cleveland, Newton, Burnet, Warren and Eighteenth Avenue. In 1991, two additional schools became part of the Cluster Program, Samuel Berliner and the Harold Wilson Professional School. All the schools involved in the Cluster Schools Program are located in the central ward of the city and have histories of underachievement in comparison to other schools in the District. The primary distinguishing feature of the Cluster Schools Program was the change in the administrative oversight of these schools. An organizational unit was established in the Central Office headed by an assistant executive superintendent who was aided by three staff persons. This office was responsible for overseeing educational programs at both the elementary and secondary levels.

The restructuring initiative that was embarked upon in these schools incorporated elements of the general restructuring movement which were discussed previously. For example, the Cluster School Program attempted to restructure the governance structure in these schools through shared decision making and site-based management. It also sought to foster strong linkages with other public and private institutions by the establishment of a collaborative which includes such agencies as the Victoria Foundation, The Princeton Center for Leadership Training, Rutgers University Department of Education among others.

This report presents the results from the first formal evaluation on the impact of the Cluster Schools Program in effectuating change within the ten schools that are a part of the initiative. It is schematically organized into four chapters. The first Chapter provides a description of the Cluster Initiative and

discusses the major program components. Chapter 2 is devoted to addressing the issue of how one measures success of reorganization efforts of this nature. It also presents an overview of the evaluation model used in the study. A presentation of the results is to be found in Chapter 3, followed by a discussion of findings and suggested recommendations in Chapter 4.

It is worth pointing out to the reader that this evaluation is limited by its omission of process data. Information of this quality provide valuable insights into how programs evolve over time, and are invaluable in efforts that lead to program modification. However, the evaluation design was constrained first of all by an evaluation plan that was submitted as part of the District's Educational Improvement Plan and which was subsequently approved by the State Department of Education. Secondly, the gathering of this type of data requires an inordinate expenditure of time especially with a program of this magnitude. The small size of the full-time evaluation staff precluded us from pursuing this type of data collection effort. Nevertheless, we feel that the evaluation design used, and the quality of data which was collected from the schools and the Central Office give us not only a summative picture of the impact of the program, but also allow us through their implicitness to serendipitously reconstruct the evolution of some aspects of the program over the three year period.

The Cluster Schools Program Restructuring Initiative

According to the mission statement espoused by the Division of Cluster Schools Program and printed in several of its documents, the goal of the restructuring initiative is to improve student learning through excellence in teaching that results in:

* "Graduating higher percentages and better educated young Newark citizens as measured by improved personal thinking skills; greater personal self sufficiency in the home and society; and technical, business or other skills employable in a competitive market. Specific importance is placed on reading, communications and mathematics competencies."

* "A model system of administration streamlined in structure and process to speed the ability to make changes and improve teacher effectiveness. Major emphasis will be given to localized control that strives for shared decision making, cooperative planning, and the focused involvement of parents, students, teachers and administrators on educational issues that make learning more relevant to the students. "

In accomplishing this mission the Division of Cluster Schools Program proposed to develop plans that address conditions - both internal and external-

that impinge upon educational success in these schools. It identified the external conditions to be influences emanating from the community at large, and Central Office imperatives. Attempts to circumvent these forces rested upon developing site-based management and increased participatory roles for teachers, parents and students in the decision making process. Internal conditions were identified as the needs of students, school employees and parents. Strategies proposed to improve these conditions included restructuring the instructional programs and establishing school-based training and support programs. These strategies are summed up by the following subgoals: a) localized control of school operations; b) increased parent involvement; c) increased collaboration with outside institutions; d) increased staff development opportunities for all school personnel; e) increased clinical supervision of school administrators and teachers and f) restructured curriculum.

In order to facilitate these plans a team of Central Office personnel were assembled. This team included an Assistant Executive Superintendent, A Director of Community Services, a Director of Academics and a management specialist in charge of business operations. Each of these individuals was expected to play a unique role in the attempt to make the schools more efficient and effective. The Assistant Executive Superintendent functioned primarily as the administrator of the program, providing direction and setting policy for not only school personnel, but the outside agency collaborators as well.

The three newly created positions Management Specialist, Director of Academics and Director of Community Affairs were to provide more direct non-administrative services to the schools. For example, the Management Specialist presumably was suppose to function first as a liaison between the Central Office and the schools, alleviating the latter of some of the onerous burdens involved with its business relationship with the Central Office. This person was also expected to function in an advisory capacity as the schools moved towards site-based management. On the other hand, the Director of Academics was envisioned as helping the schools with their instructional programs, which included analyzing their achievement patterns, interfacing with other instructional departments in the Central Office, and assisting the schools in their school improvement efforts. Finally, the Director of Community Affairs was responsible for not only representing the interests of parents, family and the community, but also was responsible for designing, developing and charting implementation strategies that would enhance parent involvement. The degree to which the role expectations for these newly created positions were actually realized, and their relative success in bringing about changes in the schools are discussed more fully in Chapter 3.

Expansion of the pool of resources

available to the schools in this restructuring effort came through the establishment of a collaborative with several outside institutions. These institutions represented a broad cross-section of interests that were in a position to offer support to the schools. The collaborative consisted of twelve organizations a list of which is found in Appendix A. The building of this collaborative occurred gradually over the three years and seemed to have been more ad hoc than systematic. This is reflected in the fact that many of the collaborators were unaware of the kinds of support each was giving to the Cluster Program, and unsure of how their activities fitted into the overall goals and objectives of the Cluster Program. One of the issues addressed in this evaluation is the extent to which the average classroom teacher in each school was aware of the contributions which these collaborators were making.

In summary, the restructuring initiative that occurred under the guise of the Cluster Schools Program involved in principle at least, a reordering of the vertical and lateral relationships which existed between the schools and the Central Office, and among the schools themselves. The vertical changes included (1) reporting to an Assistant Executive Superintendent who had the responsibility for a Pre/K through 12th grade instructional program; (2) having the services of a Management Specialist who functioned as an ombudsman for the schools in their non-instructional interchanges with the Central Office; (3) having the services of a Director of Academics who provided them with assistance regarding their instructional program; and (4) having the services of a Director of Community Affairs who assisted them with community and parental linkages. These changes represented significant organizational changes for the Central Office itself, as the other administrative instructional units are organized differently.

The lateral restructuring of relationships involved the ways in which the schools could potentially develop new interaction patterns among themselves. For example, one can posit, that with the new organizational arrangement, the relationship between the high and elementary schools should not be a fractured one. The bringing together of Central High School and its feeder elementary schools under one administrative umbrella should in theory promote greater dialogue between both, and make for a more coherent instructional program for students. Among the elementary schools themselves the smallness of the Cluster unit and the cross cutting staff development activities that involves all schools should foster a closer working relationship between them.

Program Components of the Cluster Initiative

The Cluster Program sees itself as offering the schools a unique opportunity to engage in a number of innovative

instructional and staff development activities. Many of these activities involve some form of support or collaborative arrangement with an outside institution under the guidance and leadership of the Central Office Cluster Division. The programs fall under one of four general categories: a) restructured instructional programs; b) staff development training for teachers; c) support programs for students and d) parent support programs. It is important to point out that not all programs were at the time of this evaluation fully implemented. Questions as to the extent to which individual schools are involved with these programs are fully addressed in Chapter 3. The following discussion simply attempts to provide the reader with a brief description of the major program components of the Cluster Initiative.

Restructured Instructional Programs

Programs falling under this general rubric strive to reconfigure or re-alter the existing instructional program in some way. As of Spring 1992, there were eight programs of this genre: (i) All-Day Kindergarten, (ii) Non-graded Primary Unit, (iii) Restructured Middle Grades, (iv) Alternative School for 7th and 8th graders at Samuel Berliner, (v) Alternative Program for 9R and 10R students, (vi) Honors Program - Central High, (vii) Integrated Science and Math Program for the Middle Grades and (viii) Extended Day for Homeless Children.

Teacher Support

Many of the activities directed toward providing support for teachers have come through formalized arrangement with outside collaborators, with the most extensive involving the Princeton Center for Leadership Training. The four major support activities for teachers are (i) The Teacher Professional Development Project, (ii) Training for School-Based Management and Shared Decision Making, (iii) Cooperative Learning in the Classroom, and (iv) The learning in Full Effect Project. The latter project subsumes school improvement team training.

Student Support

Three activities identified as part of the support for students are (i) school-based student mentoring activities, (ii) Cities in School and (iii) The Peer Connection Program.

Parent Support

Supportive programs for parents included the establishment of parent corps, the holding of parent forums and the utilization of the Parent Advisory Councils.

Measuring the Effectiveness of the Cluster Schools Program

Chapter Two

Measuring School Effectiveness

Ultimately the success of any restructuring effort will depend upon the degree to which authentic student outcomes can be validated. Nevertheless, there are many subgoals, the successful accomplishment of which will lead to the desired outcomes projected for all students. Restructuring efforts can be distinguished from other models of school change by the attempt to radically reconstitute the cultural process of schooling for all groups, including students, faculty, parents and administrators. The move towards participatory decision-making and local autonomy is perhaps the most frequently used strategy in this process.

Not surprisingly, interim measurements of the effectiveness of restructured schools have tended to focus on the degree to which schools have been able to successfully decentralize decision-making and assume local control. Similar to efforts elsewhere in the country, the Cluster Schools Program has placed an emphasis on localized control and shared-decision making, with the accent being placed more strongly on the latter. As was noted in Chapter 1 the training of administrators, faculty and parents in the principles underlying this form of school governance is one of the major activities of the Cluster Schools Program. Previous research on the efforts of other school districts clarify some of the problems which these districts have faced, and sensitize us to some likely problems which the Cluster Program is apt to confront in this aspect of school change.

Perhaps the single most important issue is a definitional one, what does the concept school-based management mean, and what is its relationship to such concepts as shared decision making and school improvement programs? Although these concepts are frequently used interchangeably they do not necessarily signify the same meaning. The concept school-based management connotes autonomy and shared decision making. Autonomy implies that the schools assume decision-making responsibility over three major areas: budget, staffing and curriculum (Clune & White, 1988). While shared decision making on the other hand, refers to the involvement of all of the major constituents at the local or school level in resolving issues related to how monies are spent, who is hired, and what the instructional process ought to be. In other words it defines the process or manner in which schools exercise control over these areas (See David, 1989).

The fundamental difference between school-based management and school improvement programs pivots around the

reallocation of authority and responsibility which is implicit in the former but not the latter. School improvement programs unlike school-based management do not necessarily call for significant or deep rooted changes in the governance structure of schools, inspite of their schoolwide orientation. The need for clarity in the definition of terms and concepts is important , as the lack of understanding both on the part of the local site as well as Central Office can often lead to insidious conflict (See Harrison et. al, 1989). Apart from definitional issues, other factors have been found to influence how successful the implementation of school-based management initiatives are likely to be. These include clarity in role specification for all involved in the school- based management network; receptivity to change by board, Central Office and school personnel, and training in the principles of site-based management.

The effects of school-based management on bringing about meaningful changes in schools have been investigated by several authors. The findings from two seminal pieces of research are worth reiterating in this study. The first study was undertaken in Dade County, Florida and the second in Chicago. Both studies sought to determine the effectiveness of their respective reform movements. The study conducted by Collins & Hanson (1991), which is summative in focus, examined the effects of SBM on a variety of student and teacher indicators in Dade County Florida. Results indicate that collegiality and teacher status increased as a function of school-based management; however, teacher awareness of the SBM initiative decreased over time. More importantly, SBM did not seem to have an impact on student achievement.

School-based management also did not appear to have resulted in any qualitative or quantitative changes in other aspects of student and teacher behaviors. For example, no differences were found between the two management styles (SBM vs. non-SBM) for student attendance, teacher attendance and teacher development. The only significant differences noted between school-based managed schools and schools that were dissimilarly managed were in the incidences of suspension and drop-out rates. School-based managed schools reported significantly lower incidences of both phenomenon in comparison to non-school-based managed schools.

Findings reported by the Consortium on Chicago School Reform on teacher attitudes to school reform amplify some of the results discussed earlier for Dade County, especially those which pertain to the absence of significant effects on student academic performance. The Chicago study found that one half of the teachers surveyed in Chicago noted that reform had not affected their classroom practices, and slightly less felt that their instructional practices were likely to change as a function of the school improvement efforts. These beliefs existed in spite of the fairly high levels of endorsement which teachers gave the

program. For example, over 60% of the teachers surveyed in Chicago felt that their school had gotten better, and over half expressed that they felt better working in the schools. Teachers' willingness to change their instructional practices was associated with their levels of involvement in school governance efforts, their feelings of self efficacy and their input in school decision-making processes. Overall these were more frequently observed in schools where the prevailing sentiments toward reform were positive as opposed to being negative.

Both studies of these major school reform efforts indicate that enduring classroom and instructional practices are highly resistant to change. Further, although school-based management may have implications for creating positive school climates and enhanced teacher and parent self efficacy, its direct impact on student achievement has not been substantiated. The experiences of these districts suggest that one should expect to see within our own district some positive changes in teacher and administrators attitudes. However, the impact on achievement can be projected to be decidedly less. We use these findings, along with our discussions on the mission and goals of the Cluster Program found in Chapter 1 as a backdrop against which to frame the evaluation. The evaluation design hinges on providing answers to the following questions:

Evaluation Questions

1) What is the perceived effect of the organizational changes in the Central Office on the schools, and what has the role of Central Office personnel been in this process?

2) What is the level of endorsement given by faculty and administrators to the school-based management initiative?

3) How informed are faculty, administrators and parents about the program initiatives associated with the Cluster Schools Program?

4) What is the level of involvement by classroom teachers and parents in these initiatives?

5) How has the Cluster Schools Program impacted on school climate and school morale?

6) Based on teachers' perceptions what changes in school practices that can be attributed to the Cluster Program have occurred?

7) What changes have occurred in students' achievement levels since the inception of the Cluster Schools Program?

Answers to these questions should

provide us with a fairly good barometer of the relative effectiveness of the Cluster Schools Initiative. While they do not necessarily exhaust the range of questions that one could pose, they are nevertheless broad enough in focus to provide us with a clear and representative picture of the effects of the program on the devolution of change within these schools.

Evaluation Design

The evaluation of the program relied extensively on the perceptions, attitudes and behaviors of the major participants in the Cluster Initiative, including Central Office staff, parents, school administrators, and faculty. Most of the data collected was primary in nature and culled from a series of questionnaires that were distributed to the four groups of respondents. The questionnaires were explicitly developed to tap into our evaluation questions and a conscious effort was made to ask the same kinds of school climate questions on at least the faculty, administrator and parent questionnaires. (Copies of the four sets of instruments used in this evaluation are included in Appendix B). This allowed us to arrive at a consensual picture of a school's climate based on the perceptions of the major actors within the schools. Unfortunately, the viewpoints of students are not included in this evaluation.

Table 1 presents the number of individuals broken out by school. responding to three out of the four sets of questionnaires. The administrator's questionnaires were distributed to all principals, vice principals and department chairpersons (where applicable). The return rate for this instrument was high at all schools, with the exception of Berliner, Newton and Warren. The faculty questionnaires were given to all instructional personnel in the Cluster schools. Questionnaires were returned by most faculty, with the exception of the faculties of Warren and Berliner where no questionnaires were returned (See Table 1). The non-cooperation of these two schools with the evaluation effort is disconcerting, given the favorable responses exhibited by other schools, and in spite of attempts made by the Central Office to underscore for the schools the importance of the evaluation. Reasons for these schools' non-cooperation are not immediately clear to us, nevertheless the question of accountability and the latitudes which schools have to cooperate or not cooperate with evaluations is certainly worth looking into.

The parent surveys were distributed on the basis of a random sample design. Within each school and across each grade and instructional program classrooms were randomly selected to participate in the study. Questionnaires were sent home to all parents in the selected classrooms. The response rates varied significantly by school, and were generally poor with the exception of Newton, Burnet and Eighteenth Avenue. In all, only 274 parents surveys were returned.

Table 1

Number of Questionnaires Returned by Central Office Personnel, School Administrators and Teachers

Groups	Central Office	Administrators	Faculty
Central Office	4	NA	NA
Burnet	NA	2	31
Central	NA	11	67
Cleveland	NA	2	14
Eighteenth Ave.	NA	2	13
Morton	NA	2	25
Newton	NA	0	23
Samuel Berliner	NA	0	0
Quitman	NA	2	14
Warren	NA	0	0
TOTAL	4	21	187

Description of Instruments

Central Office Questionnaire

The Central Office questionnaire sought to elicit from Central Office personnel their conceptions of their roles at the beginning of the Cluster Initiative, and their assessments of how these roles have evolved over time. There was also an interest in obtaining from them, not only a self appraisal of their effectiveness, but also an evaluation through the use of a semantic differential scale of their role both as the originators as well as the purveyors of change (Refer to Appendix B).

School Administrator Questionnaire

This instrument contained several items which asked the school administrators to identify the degree of their schools' involvement in a number of programs; their evaluation of the effectiveness of programmatic changes that have occurred in their schools, the current status of school related problems that existed prior to the Cluster Initiative; the helpfulness of Central Office personnel; and the value of the staff development training which has occurred. In addition, their attitudes towards shared decision making as well as their opinions about their schools' climate were solicited.

Faculty Questionnaire

The faculty questionnaire was organized into five parts. The first section asked for general background information including membership status on the school's leadership, faculty corps, or school improvement teams. Part 2 tried to solicit from teachers their involvement in the programs that have been sponsored directly by the Cluster Program. The third and fourth sections paralleled the opinion scales on shared decision making and school climate that were included on the administrators' questionnaire. The final section asked teachers to contrast their experiences in their schools before the Cluster Initiative with their experiences now.

Parent Perception Inventory

This instrument tried to measure the degree to which parents were meaningfully involved in the schools. Those parents who were members of the Parent Corps, were asked to provide us with insights into the helpfulness of the training which they have received, as well as the types of school-based activities that they have engaged in. Finally, parents were asked to respond to a series of questions pertaining to the school's climate.

Achievement Data

An achievement profile for each school was constructed based on the median performance of students on the District's standardized tests in reading, language arts, and mathematics. This data was collected for a five year period,

beginning in 1988 which represents one year prior to the initiation of the Cluster Program. The last data point was 1992. Comparative data was gathered for the district as well, for the same time period. This allowed us to contrast the trends in achievement among the cluster schools with the District trends.

Data Analysis

A variety of statistical techniques were used to analyze the data. The school climate and school-based management scales were factor analyzed to first of all, identify the important dimensions that underlie each scale. This analysis was pursued separately for the faculty and administrators. Based on the results of the factor analyses, subscales were developed and mean scores for each school were calculated. A discussion of the results of the factor analysis is presented in the next section. The analysis of the rest of the data relied exclusively on descriptive statistics.

Factor Analysis and Reliability Results for the School Climate and School-Based Management Scales

The shared-decision making scale consisted of 12 items scaled with a likert-type format, with values ranging from 1 to 5. One, represented 'strongly disagree', 5 'strongly agree' and 3 was the midpoint of the scale. The items were extrapolated from the scale used in the Dade County study, and were included on both the faculty and administrators' questionnaires. A factor analysis of the shared decision making scale was conducted separately for teachers and administrators.

The results from the factor analysis of the administrators' data set yielded two significant factors. The first factor appeared to be a general factor tapping into administrators' attitudes toward the concept of shared decision making and its effect on their schools. In other words, this factor had both an attitudinal and evaluative component. Items loading high on the first factor were 6, 7, 11, 13, 14, 16 and 17 (Refer to Appendix B- Administrators' Questionnaire section entitled "Shared-Decision Making" for item contents). The first factor accounted for 64% of the variance in the data. The second factor had only two items loading on it (Item 10 and 12). It was responsible for 14% of the variance in the data. A scale based on the first factor was created. The results from a reliability test yielded an alpha of .97.

Similar procedures were run on the faculty data set. Four factors emerged as significant. The first factor which explained about 30% of the variance measured teachers' evaluation of the effects of shared decision making on school practices. However, only two items loaded high on this factor; items 10 and 11. The second factor appeared to have tapped into teachers' attitudes toward shared decision making. Items loading high on this factor were, items

8, 6, 7, 16, and 17 (Refer to Appendix B, Faculty Questionnaire for item contents for this factor and the others as well).

Three items loaded on the third factor (items 9, 14 and 13). This factor also appeared to have an evaluative component, measuring assessment of whether support for shared decision making has waned on the part of the staff (item 9), and whether increased collegiality is evident (item 14). The fourth factor which had only two items loading (items 12 and 15) seemed to have measured teachers' evaluation of the efficacy of shared decision making in allowing a school to run effectively. A decision was made to keep the scale as it was, that is treating it as a composite of all four factors. A reliability coefficient based on Cronbach's alpha, of .75 was obtained.

The school climate scales for both faculty and administrators were factor analyzed in order to identify the major dimensions of what both groups felt were salient aspects of their schools' environment. The results from the factor analysis of the teacher data set yielded four factors.

The first and most important factor touched upon teachers' perceptions of the way in which the school is led. Items loading high on this factor clustered around their evaluation of the role of the school administration and included such items as the adequacy of feedback on their professional performance, the presence of a strong centralized leadership, and the existence of clear goals and priorities. Sixteen items loaded high on this factor, with a reliability coefficient of .90.

The second factor measured teacher morale. Ten items loaded on this factor including item 52, 'I am optimistic that this school will improve', item 63, 'This school is effectively led', and item 56, 'This school is getting better'. This scale had a reliability of .85. The third factor represented teachers' evaluation of the physical conditions of their environment and had a reliability of .64. Factor four which had only three items loading high on it, measured teachers' perceptions of the degree of collegiality existing in their schools. Cronbach's alpha for this subscale was .79. The reliability for the entire scale that is combining all four subscales was .93.

Four different aspects of the school's environment emerged as significant for the administrators. Foremost was their perception of the level of support existing in their schools. The nine items loading on this factor measured support from a variety of sources, including parental support for the educational process, intra-faculty support, and support of teachers by administrators. This subscale had a reliability of .93. The second factor represented a measure of administrators self efficacy, and had an alpha of .87. Items making up this subscale included for example, 'I am confident in my ability to lead this school', and 'I try to

be active in securing resources and promoting staff development for the faculty'. The third factor pertained to administrators' evaluation of their roles and responsibilities in the school as instructional leaders. Seven items made up this scale. Its reliability was .85.

The fourth factor seemed to represent administrators evaluative beliefs about their staff. An example of a typical item on this scale is 'teachers in this school are making a difference in the lives of students'. This scale's reliability was .71.

Findings

Chapter Three

Impact of Organizational Changes on Schools

Through the Cluster Schools Program, school administrators had access to a cadre of Central office personnel whose role it was to provide them with assistance as they sought to bring about systemic changes within their schools. The extent to which the Central Office team could successfully fulfill this mission was significantly contingent, first of all as proposed by the first evaluation question, upon its own sense of efficacy, and the degree to which its roles were clearly defined. Therefore in examining the impact of the organizational changes in the Central Office on the schools, we first studied the Central Office team's evaluation of itself, both as a potential source for generating ideas for changes, and as a support body to the schools as they sought to institute these changes.

The first issue to be addressed for the Central Office team, was the degree to which its role was free from ambiguity in terms of expectation and definition. Responses from the four members of the team suggest concurrence on the absence of misunderstandings of what their roles would be. All agreed that their role definition was fairly clear and unambiguous. However, variations in individual members' perceptions of how they would function in their relationships with the schools could be detected. For example, one member of the team spoke of being an innovator, another saw the role as one of leader-ship. Two members saw themselves as program developers and as support agents as the schools sought to implement these programs. And yet another member saw the role as largely one of providing an interface between the Central Office and the schools.

All four members agreed that their initial role conceptions had changed and that their actual roles were now different. They were asked to assess the degree to which their new roles were significantly different from what they had envisioned. One member felt that the emergent role was very different from what was initially conceived; two thought that it was somewhat different and one felt that it was simply different. Three out of the four team members believe that their current roles have evolved positively, while one member felt that the new role evolved negatively.

Reasons provided by the team for the changes in their roles are reflective of what normally occurs when new organizational structures and positions come into being. As one member noted, as the program unfolded, the initial duties and responsibilities became irrelevant and the new role evolved in response to the needs of both the schools

and the cluster office. Also, as another member observed, the Cluster Schools Program required changes not only on the part of the schools but the Central Office cluster staff as well. Bringing about these changes was more difficult than what was originally anticipated.

In order to obtain a more incisive picture of what the emergent roles were like, the team was asked to respond to a seven point semantic differential scale which consisted of nine paired adjectives (See Table 2). Each member was asked to choose the rating that came closest to their position along the scale, both with respect to their role in the Central Office and with the schools. The value of 4 represents the midpoint of the scale, suggesting that sometimes the role can be defined by one or the other of the pair. Each pair of adjectives reflect polar ends of a continuum; for example, challenging, non-challenging; powerless, empower. One can say that the adjectives to the right of the scale represent desirable traits.

The first set of data pertains to the team's evaluation of its role in the Central Office. The data in the table suggests that there may be a certain degree of role strain that is being experienced by some members of the Cluster team. For example, three out of the four members of the team see themselves functioning primarily as implementors and followers with non-decision making capabilities. Two rate their positions as being powerless and non-creative. However, with the exception of one member, all see their roles as being challenging, and view themselves as being team players most of the time.

A contrasting picture is depicted by the data on the team's description of its relationship with the schools. There is greater consistency among all four in their description of their interaction with the schools. For example, the four team members see themselves as being empowered, as leaders of change and as working as problem solvers and decision-makers with the schools. At least three out of the four define their work with the schools as being challenging and creative.

Information on the teams' level of involvement with each school is presented in Table 3. A guide to the rating scale used is provided at the bottom of the table. Variations in the degree to which individual members are involved in the schools are apparent. First, the schools where most team members have a consistent degree of involvement are Cleveland, Morton, Eighteenth Ave, Quitman and Burnet. For the remaining schools at least one team member reported non-involvement. At both Central and Berliner, half the team reported no direct involvement with both schools' activities.

The reasons for non-involvement are both positive as well as negative. For example, Berliner was cited as a new school, with minimal problems. It was felt that at another school the principal is a strong administrator who is able to successfully resolve problems without

Table 2

Central Office Team's Evaluation of its Central Office Role and Role-Relationship with Schools

		1	2	3	4	5	6	7	
Role Central Office									
a.	Implementor	1	1	1			1		Initiator
b.	Non-Challenging		1				3		Challenging
c.	Compliant		1	1	1		1		Creative
d.	Rigid		1		1	1	1		Spontaneous
e.	Follower		1	1	1			1	Leader
f.	Problem Poser					1	1	2	Problem Solver
g.	Non-decision Maker			1	2			1	Decision Maker
h.	Powerless			1	1			2	Empower
i.	Loner				1		1		Team Player
Role Relationship with Schools									
a.	Implementor				1	1	2		Initiator
b.	Non-Challenging		1			1	1	1	Challenging
c.	Compliant			1		2	1		Creative
d.	Rigid			2	1			1	Spontaneous
e.	Follower			2			2		Leader
f.	Problem Poser						2	2	Problem Solver
g.	Non-decision Maker						4		Decision Maker
h.	Powerless					1	2	1	Empower
i.	Loner				1		2	1	Team Player

Table 3

Percentage of Cluster Team Members Reporting Involvement in Each School

School	Very Involved	Involved	Not Involved
Burnet	50%	50%	—
Central High	25%	25%	50%
Cleveland	75%	25%	—
Eighteenth Ave.	75%	25%	—
Morton	75%	25%	—
Newton	50%	25%	25%
Samuel Berliner	25%	25%	50%
Quitman	50%	50%	—
Warren	75%	—	25%

the team's help. At two schools, difficulties with the administrators appeared to have led to an estrangement between the schools and some members on the Central Office team.

Team members were further asked to rate their participation in some of the major program initiatives associated with the Cluster Schools. Three out of the four reported moderate involvement with the Princeton Training, and slight involvement with the school-based management initiative. One team member was not involved with the student mentoring program, and two members were highly involved with the restructured middle grade initiative. It is worth pointing out, as one member noted, that it is difficult for there to be extensive involvement in these projects, given the other responsibilities and duties which have to be fulfilled. However, because the thrust towards site-based management is an important mission for the Cluster Schools Program, it certainly seems questionable to have 75% of the team reporting minimal involvement in this initiative.

There is unanimity among all four staff persons that they are playing an effective role in helping the schools to improve. Nevertheless, all feel that there is much more that they could do to improve their effectiveness. Suggestions offered by the group include the acquisition of additional staff, improved communication about needs, activities and problems, and more discretionary money for staff development, consultants, student activities and field trips.

The preceding paragraphs have provided us with insights into the Central Office staff perceptions of their roles, and their assessment of their effectiveness as agents of change. The ensuing discussion will provide from the schools' perspective their views on how helpful the new Central Office organizational structure has been to their efforts to bring about changes in their schools. Administrators were asked to rate the relative helpfulness of each member of the team, and to indicate with as much specificity as possible examples of the types of assistance which they have received from each. This information is tabulated and presented in Tables 4a and 4b. As can be seen from Table 4a, while a few administrators noted that they did not need to seek assistance from any of the Central Office staff, those who did, found the assistance which they received to be helpful. The Business Administrator was rated as being helpful by 64% of the administrators, and as being very helpful by 21 percent. Areas in which he provided assistance included budgetary matters and the expediting of purchase orders. At least six administrators expressed satisfaction with the supportive role which he has played.

The Director of Academics was rated as being helpful by 71% of the administrators and as not being helpful by 21 percent. Administrators identified a number of areas in which her services were of value. These included, the analysis of test data, the organization of workshops and the provision of information on different facets of the instructional program. Similarly, the

Table 4A

Administrators' Rating of Helpfulness of Central Office Staff

		Very Helpful	Helpful	Not Helpful	No Need to Ask for Help
1.	Management Specialist	21%	64%	—	14%
2.	Director of Academics	–	71%	21%	7%
3.	Director of Community	36%	57%	7%	–
4.	Assistant Executive Superintendent	47%	47%	–	6%

Table 4B

Areas in which Help has been Given (Ranked Ordered in Terms of Importance)

Management Specialist	Director of Academics	Director of Community Affairs	Assistant Executive Superintendent
Budget (6)	Analysis of Test data(7)	Parent Meetings(8)	Support(7)
Expediting Purchasing(6)	Workshops (4)	Community Program(4)	Leadership(5)
Facilitator/Support(6)	Information on Academic Programs(3)	Conflict Resolution(4)	Staff Development(5)
Others(3)	Assistance with Programmatic Changes(2)	Other(5)	Other(6)
	Other(3)		

NOTE: Total Number of Administrators Responding = 14

Numbers in parentheses refer to the number of administrators identifying an area of help.

greater percentage of principals and vice principals rated the assistance which they obtained from the Director of Community Affairs as being valuable. Specific areas of help cited included the organization of parent and community meetings, and assistance in conflict resolution situations involving parents and the schools. Finally, the Assistant Executive Superintendent was found to be very helpful in the supportive and leadership roles which she has displayed. Administrators also noted that she has played a significant role in staff development initiatives, and in the establishment of new programs.

It is clear from these data that overall, in the opinion of those administrators who have sought to take advantage of the services offered through the new organizational structure, the assistance which they have obtained has been beneficial. Perhaps the two most valued aspects of this assistance is the supportive role, and the accessibility of the Central Office personnel to the schools.

Given, these highly favorable responses, it is of interest to see how successful the Cluster Initiative has been in alleviating some of the problems that existed in the schools prior to 1989. It should be stated, parenthetically, that systemic changes are difficult to achieve. However, there should be at least some evidence that progress, even of a marginal nature, is being made. To this end, administrators were asked to identify the salient problems that existed in their schools prior to their involvement in the Cluster Schools Program, and an estimation of the current status of each. Because of the uniqueness of each school's experience, this information is presented separately for each in Table 5. It is worth pointing out again that no questionnaires were returned by the administrators from Warren, Berliner and Newton. Of those schools which responded, no information was provided by any of the administrators at Quitman to this question. It should be noted that the principal was new to the school and perhaps did not feel that he was in a position to respond objectively to this item.

Before discussing the information presented in Table 5, we should alert the reader to the fact that we are dealing with administrators' perceptions. It is therefore quite possible where there are multiple respondents from a school to have differences in opinions on what the major problems of that school are. This in no way invalidates the information obtained, rather it serves to enlarge our understanding of the complexity of life in that school.

A glance at the information contained in the table reveal in the 'current status' column, more than one entry for some schools. This occurred when more than one administrator identified that entry as a problem. The numbers are used to designate their assessment of the current status of the problem. We will begin our discussion with Central High School.

Administrators at Central High

Table 5

Administrators Identification of Problems that Existed Prior to their Schools Involvement in the Cluster Program and their Current Status

Central High		Cleveland		Burnet		Eighteenth Ave		Morton	
Problem	Current Status	Problem	Current Status	Problem	Current Status	Problem	Current Status	Problem	Current Status
Building Apathy	(3)(3)	Parental Involvement	3	Attendance	3	Lack of Staff Involvement	4	School Cleanliness/ Climate	3
Building Sanitation	3	Responsible Students	3	Lack of Cooperation From Parents	3	Lack of Parental Involvement	3	Low Reading Scores	3
Student Behavior	3	Inadequate Staff	2			Student Self Esteem	3	School/Staff Morale	3
Student Academics	(3)(3)	Physical Disrepair	(2)(3)			Poor Test Results	1	Discipline	2
Student Attendance	3					Poor School Management	1	Thefts After School Hours	2
Parental Involvement	3					Lack of Effective Instructional Skills	1		
High Drop-Out Rate	(3)(3)					Poor Staff Attendance	1		
Sense of Burnout Among Staff Members	3					Poor Disciplinary or Management Procedures	1		
Attendance/Tardiness	(3)(3)								
Instructional Improvement	2								

Current Status Rating: 4 = Has Disappeared, 3 = Has Gotten Better, 2 = Exists to the Same as Before, 1 = Does Not Appear to have a Solution

• Multiple Selections indicate that more than one administrator responded to the item.

School identified several areas related to student and faculty behaviors, as well as the academic program, as being problematic before its involvement in the Cluster Schools program. Specifically, staff morale, students' academic and non-cognitive behaviors, the high incidence of dropouts, problems with the physical facility and low parental involvement, were all problems that faced the school. Administrators have perceived improvement in most of these problems, however they still loom large as problematic issues for the school. One administrator has noted that no significant improvement has occurred in the instructional program.

The administrators at Cleveland Elementary school identified inadequate staff, a building in physical disrepair, lack of parental involvement and a responsible student population as major problems in the school prior to it's involvement in the Cluster Program. Both administrators agree that no appreciable progress has been made on the staff issue, and there is slight disagreement as to whether the conditions of the physical facilities have improved. Although progress has been made with respect to developing parental involvement and a more responsible student body, both administrators feel that these are still problems which the school has to confront.

The two issues which the building administrators of Burnet felt were problematic for the school before the Cluster Initiative were attendance and lack of cooperation from parents. These issues still remain as problems although both have gotten better. On the other hand, the administrators at Eighteenth Ave have identified a number of problems which the schools faced before 1989. These problems include poor student and staff attendance, low levels of achievement, poor management of the school, absence of disciplinary procedures, lack of effective instructional skills on the part of the faculty and low levels of staff involvement. Of all these problems only one was seen as virtually non-existent now, and that is staff involvement. All the others remain salient problems with varying degrees of severity. Problems related to achievement and school management seem to be almost insurmountable based on the information provided in the Table.

At Morton Street School, school cleanliness and school climate along with underachievement, school and staff morale, discipline and thefts were identified as serious problems for the school. No progress has been made with either discipline or thefts, however, some improvement has been made with the other issues. In spite of improvement, the administrators feel that these problems have not been completely obviated and thus they remain areas of concern for the school.

We can draw a number of interesting observations from these

findings. First, not-with-standing each schools' uniqueness, all faced a common set of problems related to staff morale, student behaviors and parental involvement. Second, in spite of improvement, these issues still remain as major problems to be dealt with by each school. Third, in only one instance has a problem been virtually resolved. Fourth, many of the problems that remain unresolved, are critical facets of an effective learning environment. As a point of illustration, the instructional program is perceived to be still weak at Central; the problem of an inadequate staff has not been redressed at Cleveland; poor management and discipline seem to be intractable problems at Eighteenth Avenue, and discipline has likewise not improved at Morton. While we have to acknowledge that these are based on the subjective impressions of the building administrators in these schools, to the extent that they are perceived as problems by them, suggests that they become their defining realities as they seek to lead the schools. As such therefore, one cannot afford to ignore or discount these perceptions.

It is quite reasonable to argue that solutions to these problems have to be grounded in a long term comprehensive plan of action, and that three years is not a sufficient time frame. While not questioning the tenability of this position, it is not imprudent to suggest that those problems for which no improvement has been evident, especially those which impinge significantly upon the administration and instructional fabric of a school, must be directly attacked if sustained change is to become a reality in the Cluster schools.

Our final area of discussion pertains to the impact of programmatic changes on helping the schools to function more effectively and efficiently. Administrators were asked to judge whether their school's involvement in some of the major program components of the Cluster Initiative has enhanced their schools' learning environments. The results are tabulated and reported in Table 6. The scale range is 1 to 4, with 1 representing not effective and 4, very effective. Not all program components cut across all schools; however, among those that do, one can detect uniformity and dissension in the administrators' opinions. For example, the thrust towards school-based management was not rated as being effective in three out of the four schools that provided ratings. In two schools, administrators felt that this was not applicable to their schools. Also receiving fairly low ratings was the assistance that schools have received so far from the outside collaborators. One can conjecture that the relatively low ratings for these two components may be somewhat related to the degree to which both are fully developed.

Surprisingly, the closer relationship between elementary and secondary schools was not rated positively by most of the administrators across the schools, with the exception of Morton and Quitman. On the other hand, the relationship between the schools and the Central Office was rated more positively. Staff development activities

Table 6

Administrators' Perception of the Effectiveness of Major Program Components in their Schools

Program Components	Central	Cleveland	Burnet	Eighteenth Ave	Morton	Quitman
Departmentalization (Middle Grade)	NA	NA	3.0	NA	4.0	3.0
All-Day Kindergarten	NA	4.0	4.0	3.0	4.0	3.0
Non-Graded Primary Grades	NA	NA	3.0	2.5	3.0	NA
School-Based Management	2.0	NA	2.0	2.0	4.0	NA
Assistance from Outside Collaborators	2.5	3.5	3.0	1.5	4.0	2.0
Cooperative Learning	2.4	2.5	3.0	2.5		2.0
Closer Relationship between Elementary and High Schools	2.3	2.8	2.0	1.5	3.0	3.0
Closer Relationship between Schools and Central office	3.0	2.5	3.0	3.0	3.0	2.5
Cities in School	2.3	NA	NA	NA	NA	NA
Alternative Educational Programs	2.4	NA	NA	NA	NA	NA
Leadership/School Improvement Team Training	2.6	4.0	4.0	3.0	4.0	2.0

Scores to Rating: 4 = Very Effective, 3 = Effective, 2 = Somewhat Effective, 1 = Very Ineffective, NA = Not Applicable to School or No Ratings Provided

were rated positively by most of the schools, with the exception of Central High school and Quitman. Among the specific programs, all-day kindergarten was rated as making a significant contribution to the learning environment in the schools. Departmentalization was rated positively, but not as highly as the former. Cooperative learning received low ratings from most of the schools. At Central High school both the Cities in School project as well as the Alternative Educational Programs were not viewed as significant enhancements to the school's learning environment.

What these results suggest, is that in the main, many of the program components of the Cluster Schools program have yet to make a significant imprint on the schools. The administrators were asked to provide us with some explanations as to why they rated programs negatively. Some of the explanations proffered reflect problems that are endemic to the schools for example, ineffectual leadership; while others speak to the need for more training and direction from the Cluster Office. An additional explanation that can be offered is the relative embryonic stages of some of these programs. One can speculate that, as the programs develop and become more fully implemented, one is likely to see positive impact.

Many of the issues that have been spawned by the findings discussed above point to the underlying problems which one is likely to confront as new organizational structures come into being, and as one seeks to bring about fundamental changes. Based on the perceptions of the Central Office team as well as school administrators one can infer that the Cluster Schools Program has made a positive impact on the schools in so far as an added layer of support has been made available to them. Nevertheless, there are many areas of problems and weaknesses that need to be redressed.

The Endorsement of Site-Based Management among Cluster Schools Administrators and Faculty as the Major Vehicle of Change.

As intimated in both the first and second chapters of this report, the drive towards improving the schools that are a part of the Cluster Schools Program is founded upon the notion of local site-based control. While full site-based management has not been realized at this stage, training and the establishment of structures within the schools, for example the faculty and parent corps, have all been attempted with varying degrees of success. At minimum, all administrators and some members of the school faculties have been exposed to the undergirding tenets of this form of school governance. Whether or not the Cluster Schools Program will be successful is likely to rest upon the successful incorporation of all the major groups in the school in the change

process. As shared-decision making is one of the mechanisms that will inevitably be important as part of this process, the degree to which administrators and faculty endorse this form of school governance is a highly relevant question.

Table 7 presents the percentage of administrators agreeing to the items which make up the shared decision making scale. Based on the percentages reported, there seems to be a dichotomy in administrators' attitudes toward shared decision making and site-based management. While generally, administrators feel that this approach towards decision making is a good one for addressing unique problems and problems at the classroom level, they are split as to whether it is an approach which could be used to improve the operations of most schools, and whether other schools should be encouraged to use it. For example, over 88% of the administrators agreed that shared-decision making is a good approach for addressing unique problems which emerge during the school year. However, only 35 percent agreed that it should be extended to all schools. Further, in spite of the fact that almost two-thirds of them spoke of improved relationship with the staff, only 9 percent felt that their job has been made easier through the adoption of shared-decision making. One could surmise from the data that administrators tend to view shared decision making more from an instrumental perspective rather than as an alternative way of structuring the operations of schools.

The results of the factor analysis reported in Chapter 2 indicated that there were clearly two main dimensions in teachers' attitudes toward shared-decision making. The first, was their general belief in the underlying principles of this approach towards decision making in the schools. The second, is their evaluation of their experiences with shared decision making. In Tables 8 and 9, are data on the percentage of teachers expressing agreement or disagreement to the specific items which comprise the shared-decision making scale.

Before discussing the findings in the tables, it should be noted that a significant percentage of teachers surveyed felt that they did not know enough about shared-decision making to respond to the scale. Out of 187 teachers responding to the faculty questionnaire approximately 45% indicated insufficient knowledge about shared-decision making or site-based management. Of the fifty-five percent of the teachers responding, the overwhelming majority belonged to one of the three teacher leadership groups within the schools; the leadership team, faculty corps and school improvement team. These demographics suggest that the concept of shared-decision making has yet to be fully understood or grasped by the average classroom teacher in the Cluster Program. This is certainly problematic, if the intention is to move towards consensus building in restructuring these schools.

Among the teachers who felt

Table 7

Administrators' Attitudes Toward Shared-Decision Making

Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. School-based management has the potential for improving the operations of most schools.	7%	50%	29%	7%	7%
2. SBM should be extended to all schools.	14%	21%	50%	7%	7%
3. Adoption of Shared-Decision Making has provided a better approach to the development of solution strategies to cope with problems that exist at the classroom level.	13%	50%	19%	13%	6%
4. Shared-decision-making is a good approach for generating ideas to address unique problems which emerge during the year.	53%	35%	6%		9%
5. The adoption of SBM has made my job easier.		9%	55%	18%	18%
6. Relations with staff have become more friendly and opened.	38%	25%	31%		6%
7. Shared-Decision Making provides a good approach for making decisions regarding routine school operations.	47%	47%			6%

knowledgeable enough to answer the items on site-based management, one can discern from their responses favorable predispositions toward the principles of site-based management. Over 93% of the teachers agreed that shared-decision making is a good approach for making decisions regarding routine operations. A similarly high percentage 94%, believe that shared-decision making is a good approach for generating ideas to address unique problems. These attitudes converge with those of the administrators, whom we noted earlier, held similar sentiments.

Like administrators, almost half of the teachers surveyed are unsure as to the potential promise which site-based management holds for improving most schools (49% expressed uncertainty and only 52% responded positively). This lack of surety is further reflected in their hesitancy to endorse site-based management for other schools. As is reflected in Table 8, only 37% of the teachers responding felt that school-based management should be extended to all schools. One can hypothesize that part of this reluctance may be due to how they evaluate their experiences with shared-decision making. For example, only 29% of the teachers felt that significantly different school practices have emerged as a consequence of instituting shared-decision making; and while 54% thought that staff participation in decision making has improved, 46% held an opposite position.

Was collegiality improved as a function of collaborative decision-making? Less than half, 44%, of the teachers responding felt that this had occurred. An even smaller percentage 16%, agreed that their jobs had been made easier by the adoption of school-based management. Further, the vast majority of teachers were unsure as to whether support for shared decision making was still forthcoming from their colleagues.

As members of the schools' various leadership groups have been the ones most directly and intensely exposed through training to the principles of collaborative decision making, it was considered important to separate their viewpoints on this form of school management, and their concrete experiences with it, from the rest of the faculty. Information for this subgroup of teachers is reported in Table 9. While one sees that there is a great deal of overlapping in the viewpoints of both groups, one can also detect areas of notable differences. For example, a surprisingly large number, 53%, of leadership group teachers felt that shared-decision making placed principals in an unfair position of being held accountable for all aspects of a school's operation while having to share decision-making prerogatives with staff. In contrast only 12% of all teachers took a similar position. It is ironic that these teachers who are in leadership roles would have assumed such a position. It is possible to posit that perhaps it is

Table 8

Faculty' Attitudes Toward Shared-Decision Making

Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Shared-decision making is a good approach for making decisions regarding routine school operations.	45%	48%	3%	3%	1%
2. Shared-decision making is a good approach for generating ideas to address unique problems which emerge during the year.	35%	59%	3%	4%	
3. Shared-decision making places principals in an unfair position.	1%	11%	35%	41%	13%
4. Enthusiasm has waned in this school for Shared-decision making.	8%	28%	44%	16%	4%
5. Adoption of Shared-decision making has resulted in wider staff participation than was the case before.	8%	46%	28%	15%	4%
6. Adoption of school Based Management has resulted in the implementation of significantly different school practices.	8%	21%	51%	16%	3%
7. Shared-decision making is as efficient a means of school operations as previous methods employed.	7%	46%	27%	17%	3%
8. Relations with other members of the faculty or administration have become more friendly and open.	15%	29%	42%	11%	3%
9. Adoption of Shared-decision making has provided a better approach to the development of solution strategies to cope.	16%	42%	32%	8%	2%
10. Adoption of School Based Management has made my job easier.	4%	12%	55%	21%	8%
11. School Based Management has exhibited the potential for improving the operation of most schools.	12%	40%	43%	5%	1%
12. School Based Management should be extended to all schools.	13%	24%	55%	9%	

Table 9

Attitudes of Members of the School Improvement Team, and Faculty Corps Toward Shared-Decision Making

Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Shared-decision making is a good approach for making decisions regarding routine school operations.	51%	42%	2%	4%	2%
2. Shared-decision making is a good approach for generating ideas to address unique problems which emerge during the year.	44%	51%	2%	4%	—
3. Shared-decision making places principals in an unfair position.	13%	40%	40%	8%	—
4. Enthusiasm has waned in this school for Shared-decision making.	4%	23%	40%	30%	4%
5. Adoption of Shared-decision making has resulted in wider staff participation than was the case before.	10%	54%	23%	8%	6%
6. Adoption of school Based Management has resulted in the implementation of significantly different school practices.	13%	17%	49%	17%	4%
7. Shared-decision making is efficient a means of school operations as previous methods employed.	8%	47%	17%	26%	2%
8. Relations with other members of the faculty or administration have become more friendly and open.	25%	37%	33%	6%	—
9. Adoption of Shared-decision making has provided a better approach to the development of solution strategies to cope.	23%	46%	23%	6%	2%
10. Adoption of School Based Management has made my job easier.	8%	10%	52%	21%	10%
11. School Based Management has exhibited the potential for improving the operation of most schools.	15%	42%	36%	8%	—
12. School Based Management should be extended to all schools.	13%	21%	58%	8%	—

because of their more direct involvement in the process of collaborative decision making, that a greater sensitivity and appreciation of the subtleties of this form of school governance has arisen.

Similarly, while over 60% of those in formalized decision-making groups felt that the degree of collegiality between themselves and their fellow teachers had improved as a consequence of shared-decision making, only 45% of all teachers surveyed were of the same opinion. In spite of their high level of endorsement for shared-decision making, members of the school leadership groups, like the rest of the faculty and administrators are reluctant to agree that site-based management should be extended to all schools (Refer to Table 9).

The data which has been garnered on the attitudes of administrators and teachers towards shared-decision making suggest that their feelings are quite complicated and equivocal. For example, while it seems that in principle, administrators and teachers acknowledge the potential benefits of site-based management, they are indecisive in their beliefs as to whether or not this approach is a promising one for helping most schools to improve. Further, in the opinions of both administrators and teachers, shared decision making has not made their jobs easier, neither has it, in the estimation of teachers, resulted in significantly different school practices. It is not specious to suggest that such ambiguity is probably influenced by the extent to which the move towards site-base management has been fully realized. However, the question as to whether such a large percentage of average classroom teachers seemed distanced from the concept and process after three years is likely to pose a serious challenge for the Cluster Schools Program, is one that can only be answered by the Central Office Cluster School staff.

Level of Involvement in Cluster Schools Program Components

This section of our findings is devoted to a discussion on the level of participation among school personnel in those programs that are uniquely characteristic of the Cluster Schools. The pivotal question is the degree to which the programs in their totalities have engendered a broad level of participation among schools and faculties. Programs that have specifically targeted certain populations are likely to be restricted in their appeal. However, one is expecting that generally most teachers should report some involvement in at least one of the several program initiatives. Our discussion first, begins with the administrators' assessment of their schools' involvement, followed by an analysis of the teacher and parent data.

Administrator Perception

According to data furnished by the administrators in the cluster schools,

activities which have engendered the most extensive involvement are the Princeton Training, and the concomitant development of leadership teams and faculty corps. Over 68% of the administrators indicated that their schools have had extensive involvement with the Princeton Training, and 62% noted that their schools have been deeply involved with the leadership teams. We can infer given the figures reported in the table, that not many schools have engaged extensively in shared-decision making, a finding which is highly supportive of the results discussed in the previous section. Also, it is apparent that the parent corps have not achieved the same degree of coalescence as the faculty corps, consequently one sees that only 35% of the school administrators have stated that their schools are very involved with this group. Similarly mentoring programs for students seem to exist in a limited number of schools, and over half the administrators report slight or no involvement with mentoring activities.

Given the saliency of the training which has occurred in the Cluster Program, administrators were asked to provide us with an assessment of the effectiveness of the training which they and their staff as well as parents have received. That information has been tabulated and reported in Tables 10a and 10b. As can be gleaned from the data, while administrators are satisfied with the training which they have received, there is less satisfaction with the training given to teachers and parents. Forty-seven percent of the administrators expressed only partial satisfaction with the training given to teachers, and 57% held similar opinions about the training for parents. A number of questions are left unanswered by this data. For example, are administrators dissatisfied with the content of the training, or are they dissatisfied with the amount that has occurred? Is this dissatisfaction global in nature or is it more specifically directed at a particular program? Answers to these questions could have proved useful for improving future staff development activities and perhaps should be explored.

The perceived value of the leadership groups which have emerged in the cluster schools can be understood by a cursory examination of the information that is contained in Table 10b. From the data one sees that administrators feel that all three leadership structures, the leadership team, faculty and parent corps are valuable to their schools' operations. It is also evident that some structures are perceived as being more important than others, for example, the leadership teams as compared to the faculty corps. This is not totally surprising, since the leadership team is the one most likely to work closely and directly with the schools' administration.

Faculty Perception

Information on teacher involvement in some of the major program initiatives

Table 10

Administrators' Assessment of the Degree of their Schools' Involvement In Selected Programs

Program	Extensively Involved	Moderately Involved	Slightly Involved	Not Involved
Princeton Training	68%	21%	5%	5%
Shared-decision making	35%	25%	30%	10%
Mentoring Programs for Students	21%	21%	37%	21%
Leadership Team	62%	29%	10%	
Faculty Corps	50%	15%	15%	20%
Parent Corps	35%	35%	10%	20%
School Improvement Training	30%	35%	25%	10%

Table 10A

Administrators' Satisfaction with Training Received Through Cluster for Various Groups

Group	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied
Administrators	47%	24%	18%	12%
Teachers	13%	27%	47%	13%
Parents	14%	14%	57%	14%

Table 10B

Administrators' Rating of the Value of Leadership Groups

Leadership Group	Very Valuable	Valuable	Somewhat Valuable	Not Valuable	Groups are Not Properly Formed in School
Leadership Team	29%	33%	29%	5%	5%
Faculty Corps	19%	33%	29%	5%	14%
Parent Corps	24%	24%	33%	10%	10%

Table 11

Number of Teachers Reporting Direct Involvement in One or More Program Initiatives

Program Component	Number of Teachers Reporting Involvement
All-Day Kindergarten	10
Non-Graded Primary	11
Restructured Middle Grades	3
Integrated Science Math Program	3
Central High School Alternative Program for 9R and 10R Retained Pupils	8
Central High School Honors' Program	4
Cooperative Learning	72
Teacher Professional Development	33
Shared-decision making and School-based management	27
School Improvement Training (Skinners)	13
Faculty Corps	45
Leadership Team	24
School Improvement Team	50
Other	12

is presented in Table 11. A significant number of teachers, approximately one third of the teachers responding to the survey, noted that they were not formally nor directly involved with any of the novel programs associated with the Cluster Schools Program. As can be seen from the Table, the program initiatives which cut across most grade levels are cooperative learning in classrooms, the Teacher Professional Development project and shared decision making. (It is worth pointing out that in a previous section administrators did not rate cooperative learning as highly as other instructional efforts in making a significant contribution to the enhancement of the learning environment in their schools). Additionally, forty five of the teachers responding to the questionnaires identified themselves as members of the faculty corps, 24 were members of the leadership team and 50 were members of their schools' improvement teams.

Parent Perception

Turning to parental knowledge and involvement data which we obtained on both issues, indicate that while 35% of parents have reported receiving no information about the Cluster Program, approximately 44% of the parents surveyed indicated that they knew about the Cluster School Program. A comparable percentage 44% stated that they understood what the Cluster Program wants to accomplish. However, in spite, of a moderate level of knowledge and understanding on the part of parents, the percentage of parents reporting themselves as members of the parent corps is only 7%. These parents however, were highly positive in their evaluation of the training which they have received through the cluster program. Their level of satisfaction contrasts sharply with the schools' administrators satisfaction with the training provided for parents.

Impact on School Climate and Morale

One of the critical problems that confronted many of the schools prior to the inception of the Cluster School program was that of poor morale, and a school climate that appeared to be antithetical to promoting learning. This is reflected in the discussion which was presented earlier in this report. Irrespective of the way in which the administrators had defined their schools' problems, the underlying theme was the emergence of school cultures that were counter to a productive learning environment. At the nub of what the Cluster School Program is seeking to accomplish, is the reconstitution of these schools in such a way that a culture which is conducive to learning and excellence is fostered. In this section of our report we discuss the impact of the Cluster Program on school climate. Unfortunately, in the absence of comparative data which would pre-date the Cluster Initiative we are limited in the kinds of inferences that can be derived. At best, a partial picture of the

state of these schools' environment at the time of this evaluation can be presented. This picture when cojoined with the data on teachers' perceptions of the changes which have occurred in their schools since the inception of the Cluster Program should allow us to draw some tentative conclusions on the effects which the Cluster Program has had on ameliorating some of the problems that influenced school climate and morale. The first data set to be analyzed are the responses of the school administrators.

Administrator

Four aspects of the schools' environment were considered by administrators to be significant determinants of the quality of their schools' cultures. These were supports for staff, parents and students, their perceived self-efficacies, their roles as instructional leaders, and teacher commitment (Refer to Chapter 2 Factor Analysis Section). In Table 12 we provide a breakdown of responses for each of the items making up these four clusters.

Generally, the school culture is seen by school administrators as being characterized by a differentiated system of support for and from the major groups. Among the various sources of support, parental support for the educational program in the schools is viewed as the weakest. This is clarified by looking at the data in Table 12. From the data one sees that only a third of the school administrators agree that parents are supportive of teachers, and less than 25% of them agreed that parents are involved in an overall home and school support network.

Proportionately more administrators, on the other hand were inclined to agree that their school climate exhibited a higher level of staff support for each other than parental support for the faculty. But it is equally apparent that the degree of cooperation among staff members is less than what would be considered desirable as only 48% of the administrators agreed that there is cooperation among staff members.

Concerning their perceptions of their self efficacies, administrators tended to show high levels of satisfaction with their effectiveness. This of course is not unexpected, since they are providing subjective observations on their own roles and abilities. (However, in our subsequent discussion of the teachers' perceptions of their schools' climate we will be able to juxtapose both set of data). In spite of this inherent bias, it is useful for us to proceed with an understanding of how the school administrators' evaluate various aspects of their leadership competencies. With respect to this issue, there are three findings that are worth highlighting.

First, concerning their relationship with the faculty, there is consensus among the majority of administrators that staff members are recognized for outstanding work, and that the lines of communication between administrators and teachers are open. Second,

Table 12

Cluster School Administrators' Perceptions of their Schools' Climates

School Climate Dimensions	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Support					
1. Staff members support and encourage each other at this school.	10%	43%	14%	33%	—
2. Most parents are involved in an overall home and school support network.	—	24%	14%	43%	19%
3. Students feel safe coming to and going from this school.	19%	43%	10%	29%	—
4. Parents are involved in this school.	5%	50%	10%	15%	20%
5. School personnel spend adequate time communicating with parents.	5%	52%	5%	38%	—
6. Teachers receive the support of parents for the work they do.	—	33%	5%	57%	5%
7. There is a great deal of cooperative effort among staff members.	19%	29%	10%	43%	—
8. At my initiative teachers work together to effectively coordinate the instructional program within and between grades.	10%	55%	5%	30%	—
9. Most parents would rate this school as superior.		19%	19%	43%	19%
Self Efficacy					
10. This school is getting better.	24%	57%	—	19%	—
11. Violence in this school is not one of my concerns.	14%	29%	43%	10%	5%
12. Teachers receive the support of the school administration in enforcing rules.	19%	67%		14%	

(Continued)

(Continued: Table 12)

Schools Climate Dimensions	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
13. Staff members are recognized for a job well done.	24%	71%		5%	—
14. I try to be active in serving research and promoting staff development for the faculty.	30%	65%	—	5%	—
15. The schools' communication is open to effective two-way exchanges among administrators and teachers.	29%	67%	—	5%	
16. I am confident in my ability to lead this school.	53%	37%	—	11%	
Instructional Leadership					
17. Goals and priorities for the school are clear.	32%	42%	—	21%	5%
18. Parents are well-informed of their children's progress.	19%	62%	5%	14%	—
19. I am highly visible throughout this school.	52%	48%	—	—	—
20. I require and regularly review lesson plans.	57%	24%	10%	10%	
21. Supervision is directed at instruction.	38%	57%		5%	
22. Teachers in this school are provided with adequate feedback concerning professional performance.	45%	50%		5%	
23. I make frequent classroom observations.	38%	48%	5%	10%	
Teaching Commitment					
24. Teachers and parents spend time working together.	10%	38%		52%	
25. Teachers in this school are making a difference in the lives of students.	5%	67%	14%	14%	
26. This school seems like a big family everyone is close and friendly.	10%	29%	10%	48%	5%
27. Teachers in this school really care about their students.	10%	48%	14%	29%	

regarding their own capabilities as school leaders, most administrators express a strong confidence in their ability to lead their schools, and there is a feeling of optimism that their schools are improving. Third, in almost all instances administrators defined their roles as providing instructional leadership, noting that they perform those tasks that are congruent with being effective instructional leaders. In other words, the administrators in the Cluster schools see themselves as competent leaders of their schools, providing among other things, the necessary support which the faculty needs in order to be effective.

On issues pertaining to the quality of the teaching faculty, cluster administrators are divided in their opinions. For example, more than half of them characterize the staff as committed to the student population which they serve (58%), which by implication suggests that a significant proportion view the teaching faculty as non-committed. Substantially more 72%, however, feel that teachers are making a difference in the lives of their students. There is also the belief that there not only exists minimal collaboration between teachers and parents; but that the schools do not possess a convivial climate. What these findings seem to be pointing to, based on the school administrators' perspective, is the possible existence of a group of disaffected or non-committed teachers, as well as fractured relations among some groups in their schools. These findings also suggest the need to shore up the support structures that are embedded in the school cultures, particularly as they relate to intra-faculty and parent-teacher relations. One can view the current emphasis on staff development activities in the areas of cooperation and team building as a necessary though not totally sufficient means for accomplishing this.

Faculties

An alternative picture of the Cluster Schools' educational climate can be obtained from the faculty perspective. This can be used to counterpoise the perspective which was provided by the schools' administrators. As was hinted at in Chapter 2, the critical dimensions of the schools' climate for teachers were 1) the manner in which the school is led, 2) their morale, 3) the physical environment and 4) the degree of collegiality among staff members. In Table 13, one is given a finer breakdown of teachers feelings regarding specific aspects of these four global areas.

With respect to the first dimension, the manner in which the school is led (see items 1 through 16 in Table 13), it can be seen that in most areas at least two-thirds of the faculty are satisfied with various aspects of their schools' leadership, while the remaining third are either uncertain about their feelings or are dissatisfied. For example, 69% of the faculty agree that goals and priorities are clear; and sixty-six percent concur that supervision is directed at instruction.

Table 13

Teacher Perceptions of their Schools' Climate

School Climate Dimensions	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
School Leadership					
1. Supervision is directed at instruction.	15%	51%	16%	15%	3%
2. The principal uses test results to recommend modifications or changes in the instructional program.	17%	38%	34%	16%	2%
3. The principal reviews and interprets test results with and for the faculty.	13%	48%	19%	15%	6%
4. The school's administrators understand the needs of teachers.	11%	51%	13%	17%	8%
5. The principal frequently communicates to individual teachers their responsibility in relation to student achievement.	21%	54%	11%	11%	2%
6. There is clear, strong, centralized instructional leadership from the principal in this school.	16%	46%	13%	16%	9%
7. The principal requires and regularly reviews lesson plans.	35%	42%	10%	11%	2%
8. This school is concerned about students' social and emotional development.	22%	55%	10%	8%	6%
9. The principal makes frequent classroom observations.	14%	52%	11%	17%	5%
10. Staff members are recognized for a job well done.	11%	48%	11%	24%	7%
11. The school's communication network is open to effective two-way exchanges among administrators and teachers.	10%	51%	14%	20%	4%
12. The principal is very active in securing resources and promoting staff development for the faculty.	18%	42%	18%	16%	6%
13. Goals and priorities for the school are clear.	18%	51%	12%	16%	3%

(Continued)

(Continued: Table 13)

School Climate Dimensions	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
14. At the principal's initiative, teachers work together to effectively coordinate the instructional program within and between grades.	9%	48%	19%	20%	4%
15. I have the support of the school adminstration in enforcing school rules.	21%	48%	8%	16%	7%
16. Teachers in this school are provided with adequate feedback concerning their professional performance.	11%	57%	11%	17%	4%
Morale					
17. School personnel spend adequate time communicating with parents.	12%	51%	19%	16%	2%
18. Teachers and parents spend time working together.	4%	27%	21%	29%	19%
19. Parents are well informed of their children's progress.	18%	58%	10%	8%	5%
20. Teachers in this school are making a difference in the lives of students.	27%	52%	14%	5%	2%
21. Parents are involved in this school.	9%	38%	11%	26%	16%
22. This school is getting better.	13%	38%	24%	16%	9%
23. This school is clean and orderly.	4%	29%	9%	38%	21%
24. This school is effectively led.	11%	44%	17%	17%	11%
25. I am optimistic this school will improve.	19%	51%	16%	8%	6%
26. Parents are able to communicate about the running of this school.	10%	44%	28%	13%	5%
Enviroment					
27. I have an adequate work space where I can work.	29%	53%	2%	9%	8%
28. I feel safe coming to, and going from this school.	15%	46%	8%	8%	23%
29. I have necessary basic materials.	16%	43%	3%	24%	14%
30. My classroom is clean.	15%	47%	4%	19%	15%

(Continued)

(Continued: Table 13)

School Climate Dimensions	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Collegiality					
31. My success or failure as a teacher is due primarily to factors beyond my control.	15%	43%	6%	23%	13%
32. Staff members support and encourage each other.	23%	49%	11%	15%	2%
33. There is a great deal of cooperative effort among staff members.	16%	45%	13%	23%	3%
34. This school seems like a big family everyone is close and friendly.	14%	34%	17%	28%	13%

When responses are comparatively examined for administrators and teachers to like items, we see that teachers' feelings are more conservative especially on those items which touch upon the more subtle aspects of their relationships with administrators. This is aptly illustrated by the percentage of teachers agreeing to the item which measured how facilitative communication is between both groups. Sixty-one percent of the teachers in the survey agreed that communication was open and effective between both groups, compared to 95 percent of the administrators. Similarly, almost all of the administrators concurred that their staff is recognized for a job well done, compared to only 59% of the teachers.

To some extent, these differences are to be anticipated. However, the fact that only 55% of all teachers surveyed felt that overall their schools are being effectively led, is indicative of possible disaffection and discontentment among some faculty members regarding the leadership of their schools. That this disaffection is a distinct reality in some schools is reinforced by two additional pieces of evidence. First, only 51% of the teachers surveyed believe that their schools are getting better, and 59% rate their schools as currently not clean and orderly. In spite of these feelings, there is a relatively high level of optimism that the schools will improve (70% of the teachers responding believe that their schools will improve).

Most teachers express satisfaction with their work environment. Eighty-two percent agree that their work space is adequate, 61% feel safe traveling to and from their schools and 62% state that their classroom is clean. The vast majority of teachers, 72%, indicate that staff members are supportive of each other, and slightly less, 61%, state that there is cooperation between staff members. However, similar to the administrators, less than half of the teachers characterize relations among school personnel as close and friendly. Both faculty and school administrators also agree that parental involvement is problematic in the schools. Indeed only thirty-one percent of the teachers agree that parents and teachers spend time working together, although a slightly larger percentage 47% note that parents are involved in their schools.

In expanding the analysis of the data on school climate we looked at the extent to which individual school differences may exist. Thus for each of the four scales, mean scores for all the elementary schools were computed. This information is provided in Table 14. Generally, the differences among the schools are minimal and not significant, with the exception of a few cases. For example, satisfaction with the leadership of the school was lower among the Morton faculty than the faculty of any of the other elementary schools. Conversely, teachers at Newton Street expressed the highest level of satisfaction with the leadership

Table 14

School Means on School Climate Dimensions

School	Leadership	Morale	Environment	Collegiality
Burnet	45.13	25.6	14.14	7.89
Cleveland	43.30	21.10	13.1	5.77
Eighteenth Ave.	41.64	26.18	14.17	5.85
Morton	39.91	24.57	13.67	7.32
Newton	47.12	23.79	13.80	9.00
Quitman	40.83	22.55	13.52	7.15

of their school. Also, collegiality and support were rated highest at Newton, and lowest at Cleveland and Eighteenth Avenue schools. Overall, the climate at Newton Street was considered to be the most positive among all the schools surveyed.

Faculties' Perceptions of the Impact of the Cluster Schools Program on Bringing about Changes in Their Schools

Our final area of discussion before addressing the question of achievement, relates to teachers' evaluation of the changes discernible at the individual school level that can be attributed to the Cluster Initiative. The responses which we have culled from the teacher surveys are tabulated and presented in Table 15. A few preliminary observations are in order before we present a more detailed discussion of these results. First, only teachers who were members of the teaching faculties prior to the cluster initiative were asked to respond to this section of the questionnaire. Second, we have grouped the responses under three broad headings: 1) morale, 2) classroom impact, and 3) other school practices. Third, on none of the items measuring change is there a consensus of opinion among the teachers.

School Morale

The percentage of teachers who feel that the morale of their schools has improved as a consequence of their schools' involvement in the Cluster Program is relatively small. Indeed, the percentage of teachers agreeing is less than the percentage of teachers disagreeing. Thus, as can be seen from the data furnished in Table 15, only 31% of the teachers surveyed who were members of their schools' faculties prior to the Cluster Schools Program agreed that their schools ' esprit de corps' had improved, compared to 44% who saw no improvement. In spite of these low numbers, there were feelings of optimism among some members of the teaching staff that things will get better. Approximately half of all teachers responding to this section (56%) expressed hope that their schools will improve as opposed to 24% who saw no hope. Almost the same percentage-56%-stated that they looked forward to each working day in their schools.

Classroom Practices

Forty-six percent of the teachers felt that the changes that have occurred in their schools as a function of the Cluster School program have had no impact on their classrooms; in contrast to 39% who perceived an effect, and 16% who were undecided. Although, only a small percentage of teachers felt that the program had impacted on their classroom practices, at least 59% and 55% respectively noted that they now spend more time preparing for, as well as actually teaching. Also, about two-thirds 63%, state that they spend more time helping individual students. It is

Table 15

Teacher Perceptions of the Impact of Cluster Program on School Practices and Morale

Items	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. Now more opportunities for teachers to influence school policy.	13%	51%	15%	20%	3%
2. Staff development is now more responsive to teachers' needs.	5%	45%	24%	22%	3%
3. The principal spends more time now seeking teachers opinions.	7%	42%	18%	23%	10%
4. I now spend more time working with the principals.	4%	22%	11%	51%	12%
5. I now spend more time working with other teachers.	4%	43%	5%	43%	5%
6. I now spend more time preparing for teaching.	8%	51%	11%	25%	4%
7. I now spend more time teaching in my class.	10%	44%	10%	30%	8%
8. I now spend more time helping individual students.	9%	54%	10%	21%	6%
9. I now spend more time in meetings during school.	1%	18%	6%	62%	13%
10. I now spend more time in meetings out of the school.	7%	23%	7%	55%	8%
11. The changes made since the Cluster Schools Program was implemented have had no effect on my classroom.	9%	37%	16%	28%	11%
12. I usually look forward to each working day at this school.	14%	42%	15%	22%	8%
13. I now feel hopeful that things will get better in this school.	10%	46%	21%	18%	6%
14. The morale of this school has improved.	7%	24%	25%	27%	17%

possible that while teachers do not perceive a direct link between the Cluster Schools Program and their classroom activities, nevertheless some of the changes in their behaviors may be indirectly linked back to the program.

Other School Practices

Over sixty percent of the teachers (64%) concur that teachers now have more opportunities to influence school policy than was previously the case. However, only 49% thought that administrators spend more time now soliciting teacher opinions, and an even smaller percentage 26% felt that they now spend more time working with their principals. Although, proportionately more teachers were apt to note that they currently work more with their colleagues than they did previously, that percentage is less than half of all those responding (47%). Finally, most teachers agreed that the time spent in meetings both during and after school had not increased since the Cluster Program.

The Impact on Student Achievement

All available evidence suggest that, in the short run, the degree to which one can expect to see appreciable changes in student outcomes is likely to be limited. The results of research conducted in both Dade County as well as Chicago and cited in Chapter 2 suggest rather strongly that the impact on student achievement is prone to be weak. Reasons for this are quite complicated and multifaceted. They may partially revolve around the extent to which the restructuring efforts directly targeted instruction as a primary goal, or have trickled down to influencing teacher behaviors in the classrooms. Whatever the rationale, these findings are important to the study at hand, because they are portents of what we are likely to find in Newark. Further, although this report focuses solely on academic achievement as measured by a standardized test, this is but one of several possible indicators which could have been looked at. Conclusions based only on this data are apt to be partial and limited in what they can say about whether learning has improved and should be treated as such. Given these precautionary statements we are inclined to suggest that the information provided on academic achievement be considered preliminary in their nature and implications.

The achievement data which is profiled for each school in Tables A through H in Appendix C look at the schools' performances in reading, language arts and mathematics over a five year period starting in 1988. Treating 1988 as the base year, ie. as representative of these schools' achievement levels prior to their involvement in the Cluster Program, the information provided for each school seeks to capture its achievement trends relative to the district. This is expressed by the figures reported in the 'difference

columns'. These figures reflect the difference between the median NCE performance of students in the cluster school and the median performance of students in the district. (The median performance is that level where the scores of half the students are above or below. A median NCE of 50 would signify that half of the students are at or above grade level and half are below). A summary indicator of the cluster schools performance relative to the overall performance of students in the District is provided in Table 16. This indicator is calculated by averaging the differences across grades for the three content areas . As a summary measure it provides an easy way of charting the progress which the Cluster schools have made in their academic programs over the five year period.

In order to facilitate a clearer understanding of how the Cluster schools have fared academically since 1988 we will begin our discussion with the summary data presented in Table 16 and pictorially depicted in figures 1, 2 and 3. Prior to their involvement in the Cluster Schools initiative, the performance levels of most schools were below the district's, with the exception of a few cases. For example, in reading the level of achievement at Newton Street school was higher than that of the District's, while the levels of achievement in reading for Burnet and Quitman were on par (refer to Table 16). In mathematics, Burnet and Newton had performance levels which were on average above the District's, while in Language Arts, Newton Street was the only school whose performance levels were above the District's. Of all the schools involved in the Cluster Program, only Newton had a history of comparative advantage in achievement against the District in all three content areas before its involvement in the Cluster program.

In following the patterns of achievement demonstrated by these schools over the five year period a relative decline in these schools' positions vis-a-vis the district is clearly evident. Comparisons of the 1992 figures with the base year of 1988 reveal a slippage in performance relative to the District among all schools in reading. Newtons' advantage in reading declined from 6 nce points to two, and both Quitman and Burnet 1992 achievement levels in reading fell below the district's, in comparison to where they were in 1988. For the remaining schools the magnitude of the negative differences evident in 1988 increased in 1992. The achievement trends in some schools were more pronounced than in others. For example, Eighteenth Avenue showed a progressive decline from 1988 through 1991, which was dramatically halted in 1992. Cleveland and Morton have shown substantial declines in reading performance between 1991 and 1992.

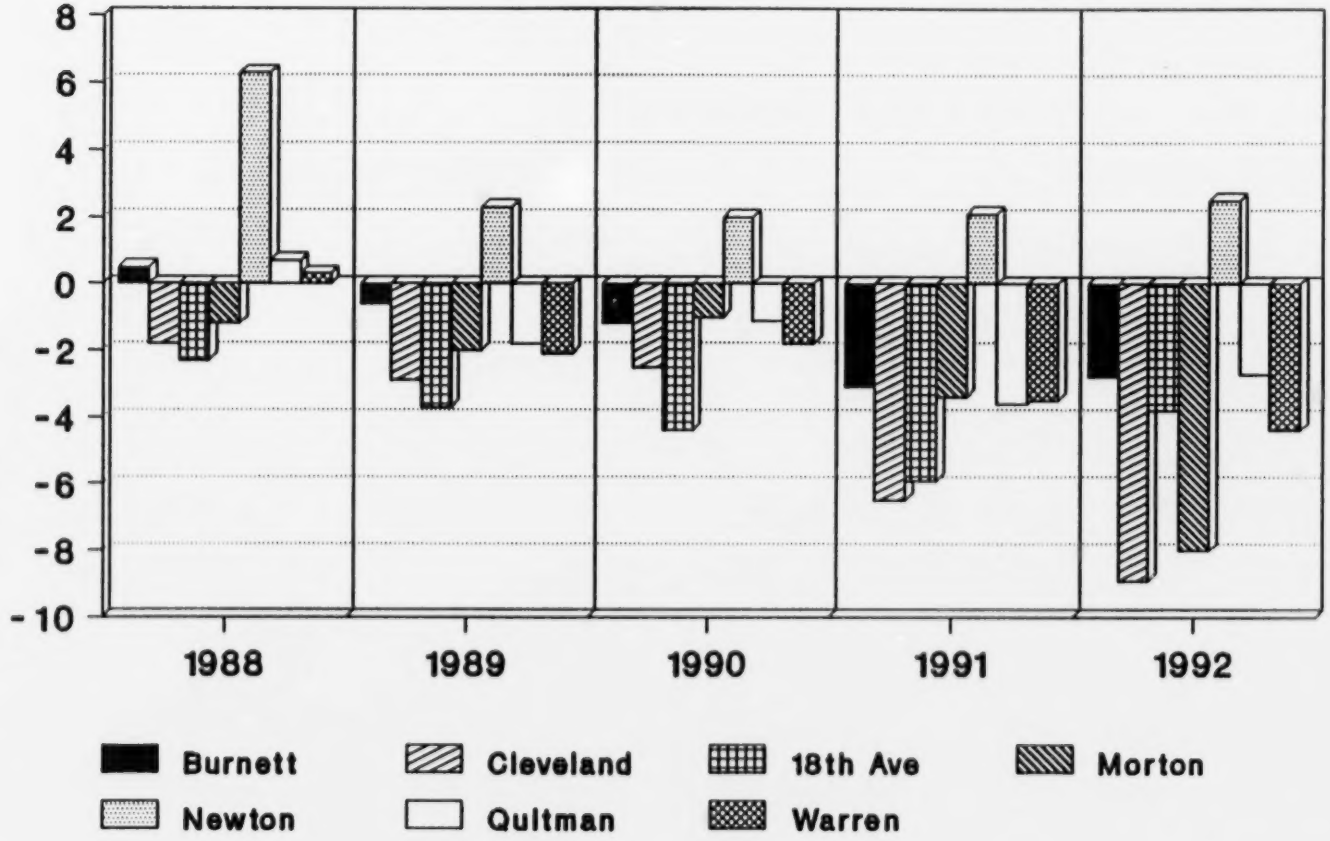
The trends in mathematics are similar to reading with respect to decreased levels of competitiveness in 1992 in comparison to 1988. With the exception of Eighteenth Avenue which was the only school to have increased its standing relative to its position in 1988, all other schools have shown

Table 16

Mean Differences in Achievement Between Cluster Elementary Schools and Other Elementary Schools in the District

Reading	1988	1989	1990	1991	1992
Burnet	+ .5	- 0.6	- 1.2	- 3.1	- 2.8
Cleveland	- 1.8	- 2.9	- 2.5	- 6.5	- 8.9
Eighteenth	- 2.3	- 3.7	- 4.4	- 5.9	- 3.8
Morton	- 1.2	- 2.0	- 1.0	- 3.4	- 8.0
Newton	+ 6.3	+ 2.3	+ 2.0	+ 2.1	+ 2.5
Quitman	+ .7	- 1.8	- 1.1	- 3.6	- 2.7
Warren	+ .3	- 2.1	- 1.8	- 3.5	- 4.4
Mathematics					
Burnet	+ 1.8	- .8	- 3.9	- 5.0	- 5.9
Cleveland	- 1.0	- 2.2	- 1.0	- 7.7	- 8.1
Eighteenth	- 3.9	- 3.1	- 3.2	- 6.8	+ 1.9
Morton	- 2.9	- 0.6	+ 1.5	- 3.0	- 6.3
Newton	+ 7.3	+ 1.0	+ 1.0	- 3.2	- 1.3
Quitman	- .2	- 1.7	- .6	- 3.4	- 2.7
Warren	- 3.2	- 1.7	+ 1.9	- 5.5	- 6.0
Languages Arts					
Burnet	- 1.2	- 4.1	- 3.2	- 4.8	- 3.9
Cleveland	- 1.9	- 2.2	- 2.4	- 6.1	- 10.9
Eighteenth	- .5	- 1.1	- .5	- 4.5	+ 2.4
Morton	- .4	- 1.5	- 1.0	- 1.1	- 4.8
Newton	+ 4.4	+ 2.6	+ 3.9	+ 1.0	+ 1.6
Quitman	- .8	- 2.9	- .4	- 4.9	- 4.9
Warren	- 1.2	- 1.9	- 2.9	- 3.3	- 1.2

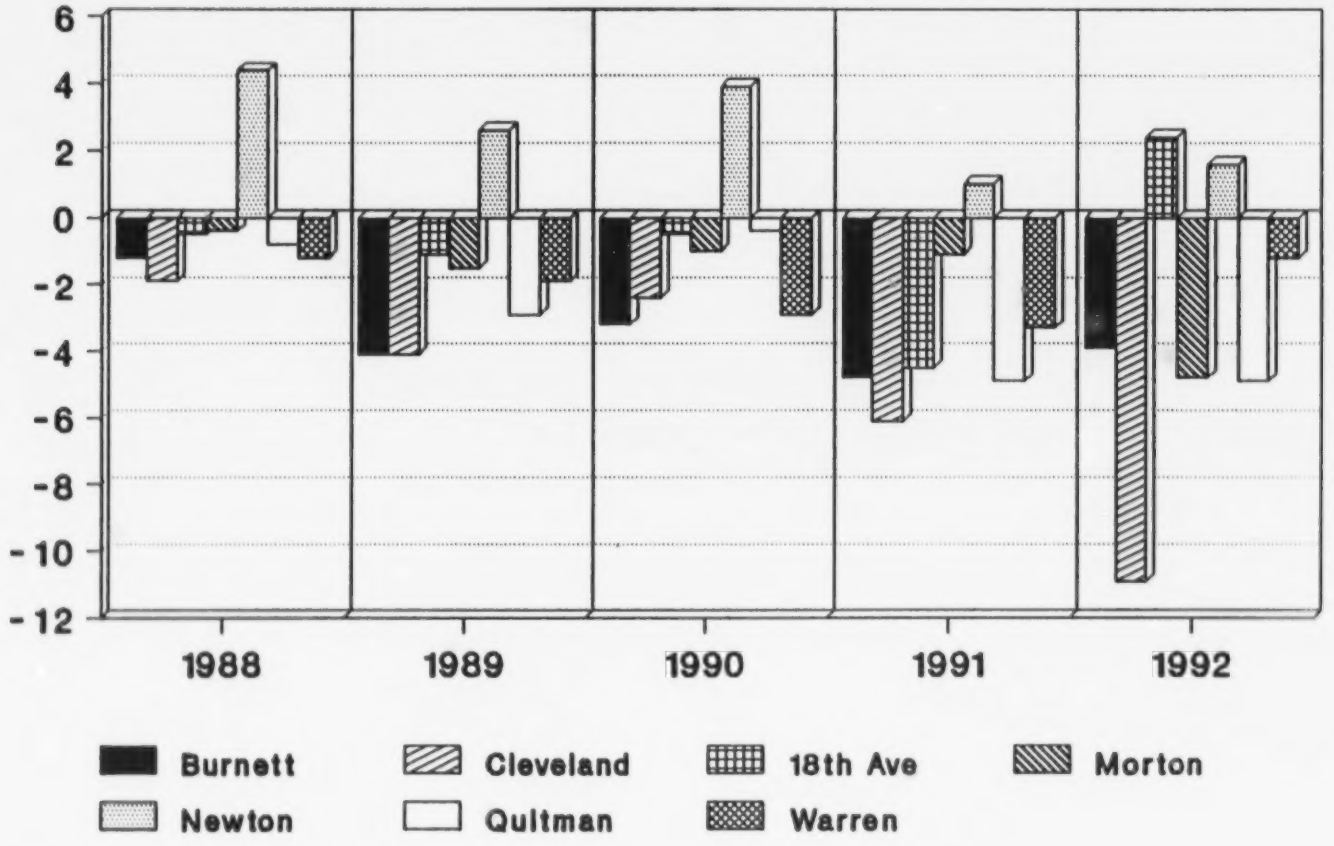
COMPARISON OF MEAN DIFF.ON ACHIEVEMENT• CLUSTER VS DISTRICT ELEMENTARY SCHOOLS



• READING

Figure 1

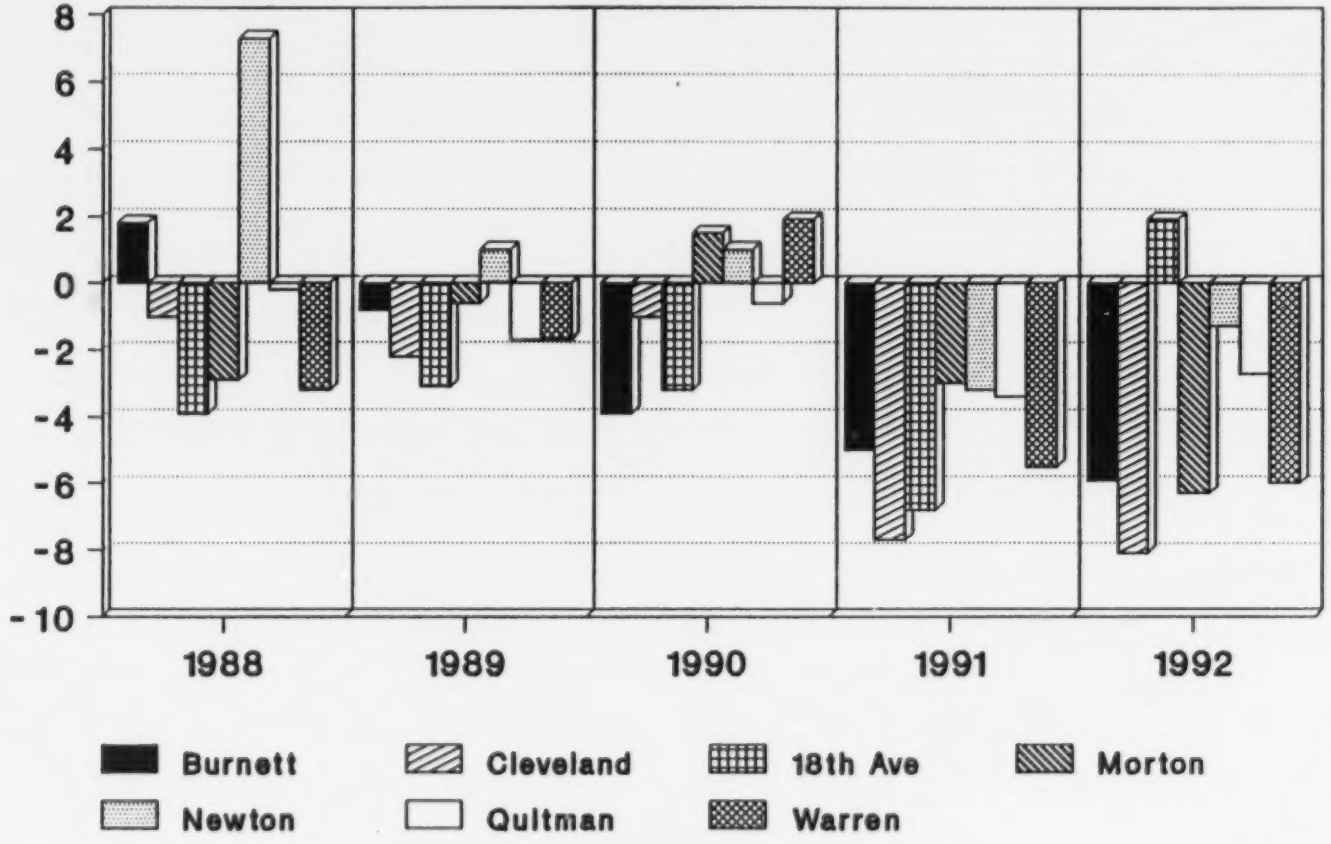
COMPARISON OF MEAN DIFF.ON ACHIEVEMENT•
CLUSTER VS DISTRICT ELEMENTARY SCHOOLS



• LANGUAGE ARTS

Figure 2

COMPARISON OF MEAN DIFF.ON ACHIEVEMENT• CLUSTER VS DISTRICT ELEMENTARY SCHOOLS



• MATHEMATICS

Figure 3

retrogression. For both Burnet and Cleveland a progressive decline in math performance is evident since 1990; while Morton Street and Warren have shown declines for two consecutive years, ie. 1991 and 1992.

In language arts, the overall trends remain the same. Eighteenth Avenue showed a significant improvement with an achievement level which is 2.4 points above the District's, while Newton remains competitive although it has slipped in its relative advantage. In 1988 its overall performance level in language arts was 4.4 points higher than the District's median, compared to only 1.4 points in 1992. Both Cleveland and Morton continue to show a pattern of increasing deficit relative to the District for 1991 and 1992.

This global picture of the Cluster Schools performance suggest that, with the exception of Eighteenth Avenue, the elementary schools in the program have not improved upon their relative standing in the District. What one in fact has seen is an overall decline in their positions. It may not be coincidental that the most dramatic downturn in performance for these schools occurred in 1991 when the District changed test. In almost all cases the position of the Cluster schools relative to the District fell sharply in 1991. With the increased demand of a more rigorous testing program it is quite possible that the stress placed on the academic programs for the weaker schools tended to be greater.

The achievement trends for Central parallel closely those observed for the elementary schools (see figure 4). These trends suggest a decline in this school's relative standing vis-a-vis other high schools in the District since 1988. It should be noted that similar to the elementary schools, Central saw its steepest decline in 1991. While the change to a new standardized testing program and the arguments raised about the impact of this change on the Cluster elementary schools is also applicable to Central, another compounding factor is the possible strain which the decrease in this school's drop-out rate has placed on its instructional programs. Figures published by the Department of Guidance show a dramatic reduction in the drop-out rate for Central, from a rate of 24% in 1989 to 7.2% in 1992.

Although we have offered some possible explanation as to why the Cluster schools have fallen further behind academically, a fuller and more cogent explanation is needed. It does not seem that the issue of instruction can be ignored. For example, the achievement trends at the elementary level reflected improvements in some schools at the first grade. Knowing that a special emphasis was placed on this grade level, the question is whether or not the same level of instructional intensity was placed at the other grade levels; and if it was, why did it not work?

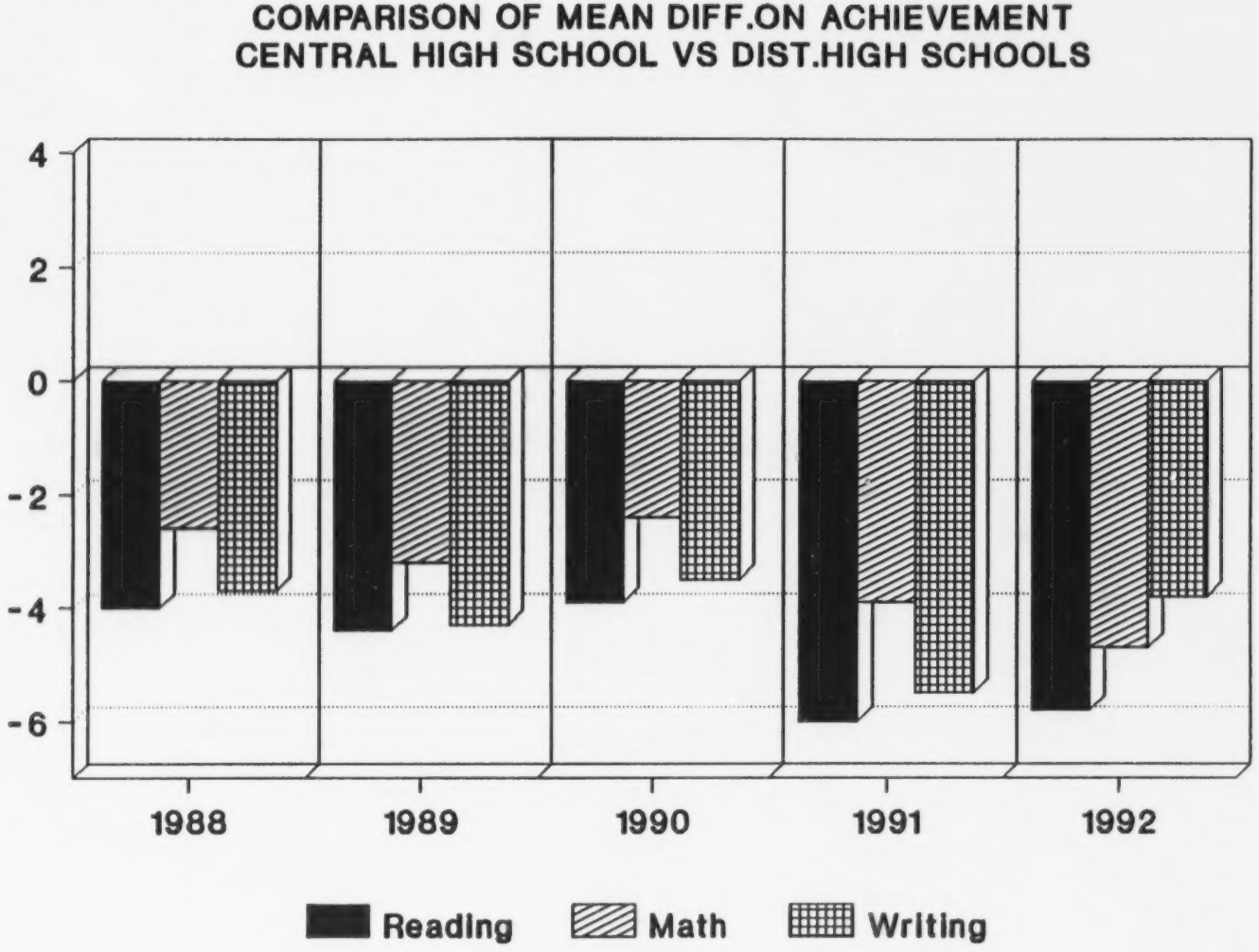

COMPARISON OF MEAN DIFF.ON ACHIEVEMENT
CENTRAL HIGH SCHOOL VS DIST.HIGH SCHOOLS
4
2
0
-2
-4
-6
1988
1989
1990
1991
1992
Reading
Math
Writing

Figure 4

Discussion and Conclusions

Chapter Four

The goal of restructuring the schools in the Central ward was to make these schools competitive with the rest of the schools in the District. It was felt that the provision of additional resources to these schools would enable them to begin to make the necessary changes which would be crucial to increasing their competitiveness. While one has to acknowledge that such attempts represent ambitious efforts which will require a long term commitment for both bringing about change in school structure and student outcomes, the immediate and short term question of interest is what are the interim benchmarks that would allow us to feel that a move towards progress is being made; bearing in mind that the kinds of benchmarks that are chosen are likely to prejudice whatever conclusions one may arrive at on this issue.

In light of this concern, this evaluation sought to, on the basis of the mission statements of the Cluster Program, as well as the experiences of other school districts which have attempted restructuring efforts that contain elements similar to ours, look at six areas which touched upon significant aspects of the Cluster Initiative. These included: (i) the impact of the organizational changes at the Central Office on the schools, (ii) the endorsement of shared decision making by school personnel, (iii) the level of involvement of school personnel and parents in the various cluster initiatives, (iv) the impact of the cluster program on school climates; (v) teachers' perceptions of the impact of the Cluster Program on bringing about changes in their schools and (vi) the effect on student learning. This evaluation comes at the end of the third year of the Cluster Program and should be viewed as an opportunity to gather data that will allow us to not only determine the degree of progress that has been made but also to identify areas that may need improvement or strengthening.

The Cluster program embraces a multifaceted, multi-level approach towards school restructuring. This approach includes greater support from the Central Office to the schools, a move towards site autonomy, the introduction of new instructional programs, and the incorporation of services from outside collaborators. The complexity of what is being attempted as the District tries to bring about systemic changes in these schools implies that in the short run at least, it may be virtually impossible for there to be a clear and unequivocal answer as to whether the restructuring effort has been successful so far.

Rather, what is evident from the evaluation results is that there are not only areas of success but thorny problems that need to be redressed.

Discussion and Conclusions

Undoubtably, the creation of a layer of support in the Central Office has favorably impacted on the schools. The additional support which the schools have been given in the form of assistance from the Management Specialist, the Director of Academics and the Director of Community Affairs have proven critical to the schools. However, it is equally apparent that this support can be maximized by resolving some problems that currently exist.

First, there are feelings of dissonance among some members of the Central Office team with respect to their enacted roles. The manner in which these roles have evolved, while certainly positive for the most part, also suggests that team members do not feel that a sense of empowerment and creativity inhere in their roles. Acknowledging that for this restructuring effort to be successful, the roles for all, including Central Office personnel as well as school personnel must be clear, unambiguous, and dynamic, the possibility that the Central Office team itself might be experiencing some problems with its own definition must be looked at. As we discussed in the previous chapter, role dissonance and strain are normal occurrences in the early developmental stages of new organizational structures; consequently these findings are not unusual.

Second, if the Central Office team is to be effective, tensions between itself and the local school sites must be redressed. Various members of the team alluded to the fact that they were not as involved in some schools as they were with others because of difficulties with some school administrators. Each member on the Central Office cluster team has a unique contribution to make in the restructuring initiative. As such therefore, it is difficult to envision how the fragmentation of the support which flows from the Central Office to the schools can be effective. While the move towards site-autonomy is important and fundamental to the change process, there has to be a balance between site control and Central Office oversight and responsibility. Fashioning this balance is crucial and seems to be important at this stage in the program as further evidenced by the fact that two schools opted not to cooperate with the evaluation.

In spite of these issues, the Cluster Program has been successful in bringing about levels of improvement in several problematic areas in the schools. While the majority of these problems have not been alleviated, some progress has been made. Specifically, most of the schools' administrators have noted that problems related to student and faculty behaviors as well the physical facilities that existed prior to the Cluster Initiative have improved. However for some schools, key factors that make for a viable instructional program have not been fully addressed through the Cluster Program; for example, staffing, discipline, school management and staff attendance. When these results are coupled with the administrators' observations that several of the program components associated with the Cluster

Initiative have not proven to be effective in their schools, the need to revisit from a programmatic point of view the way in effective which the restructuring effort is unfolding seems imperative.

The need to have this done is strongly reinforced by the academic data which was presented in this report. Inspite of the limitation associated with relying solely on standardized tests results, the trends which we have observed not only underscore the perceptions of the school administrators, but are signals for us to closely look at how, and in what ways, the Cluster Program is impacting on the instructional programs, and how we can strengthen that impact. While bringing about changes in the schools require dealing with a lot of issues which often times must be prioritized in order of importance, the increasing slippage in performance by most of the schools involved in the program suggests that curricular and instructional issues must be interrogated. It is very difficult to determine whether or not what we have seen in terms of the academic trends represent merely a temporary lag in performance. In other words as programs become fully implemented and change more grounded, the level of achievement is likely to catch up. But in the absence of this knowledge, the safest approach is to try to unravel the reasons for this slippage and address any problems that may have contributed to it.

Data which we have presented in this report suggest that the average classroom teacher is only marginally and tangentially involved in the process of change. A significant percentage of these teachers for example, stated that their knowledge about shared decision making was limited, and over 46% stated that the changes made in their schools as a result of the Cluster Program have had no impact on their classrooms, while 16% were undecided. Another third of these teachers stated that they were not involved in any of the novel programs associated with the Cluster Program. How to bring about a meaningful incorporation of all the groups into the restructuring effort is a challenging task. The faculty corps, parent corps and leadership teams are still in relative embryonic stages. It is possible that as these structures become more formalized, that the level of teacher participation will improve. There is no doubt, however, that teachers view the concept of shared decision making as positive and see it as an opportunity for teachers to exercise influence over the management of their schools. However, as the concept has not been fully rooted in the practices of most schools, it has not made a significant impact on the experiences of the faculties.

Questions regarding more opportunities for professional development are certainly worth raising at this point. Administrators expressed only a moderate degree of satisfaction with the training which their staff and parents have received so far. As intimated when these results were presented in Chapter 3, it is unclear as

to whether or not administrators are asking for more training or different kinds of training. However, irrespective of what the source of their dissatisfaction is, expanded opportunities for professional development must become a priority, especially with respect to instruction. If the Cluster Program is to bring about lasting and sustained changes in these schools then professional development must become an integral part of this process.

Finally, some formal mechanism for determining accountability must be built into the overall plan for restructuring these schools. Issues pertaining to what is expected of the schools and the Central Office at the various junctures of this initiative should be clearly articulated. As David (1990) has pointed out, as districts move toward restructuring schools in order to create a productive learning environment, they must restructure and establish mechanisms of accountability so that progress towards this goal is reflected. This is crucial because it alerts both the schools and the Central Office of successes as well as problems in a timely fashion. Where there are problems, corrections can be made before the entire restructuring initiative is significantly weakened. Accountability cannot be ad hoc, but must be systematic and formalized so that a clear understanding of goals and expectations is achieved by all.

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Appendix A

List of Collaborators

List of Collaborators

Appendix A

Rutgers University
Education Department

Amelior Foundation

National Executive Service Corps

Newark Education Council

Victoria Foundation

Cities in Schools

United Way, Essex and West Hudson

Protestant Community Center

Educate America, Inc.

Princeton Center for Leadership Training

City University School
The Graduate School and University Center

Tom Skinner Associates

Appendix B

Questionnaires

Central Office Staff

DEPARTMENT NAME_____

Dear Central Office Personnel:

You have been involved in the Cluster Program for the past three years. As part of our evaluation effort we would like to solicit from you information about your job and responsibilities and their impact on the school.

Thank you for your Cooperation

1. At the beginning of your INVOLVEMENT in the Cluster Program were there any clear guidelines as to what your duties and responsibilities were:

   [ ] YES [ ] NO

2. How did you envision yourself FUNCTIONING in the program:

   _____

   _____

   a. Think of the ROLE you currently play. How different is this from the way you initially envision it:

   [ ] 4 = Very Different
   [ ] 3 = Different
   [ ] 2 = Somewhat Different
   [ ] 1 = Same

   b. If DIFFERENT would you rate this as being:

   [ ] positive [ ] negative

   Please COMMENT:_____

   _____

   _____

   _____

   _____

4. Please indicate how INVOLVED you have been with EACH of the schools by using the following rating scale:

   4 = Very Involved
   3 = Involved
   2 = Not Involved
   1 = Definitely Not Involved

   _____ Cleveland _____ Central High

   _____ Morton _____ Newton

   _____ 18th Ave _____ Berliner

   _____ Burnet _____ Harold Wilson

   _____ Warren _____ Quitman

5. For schools that you have given a rating of 1 or 2, please provide us with some COMMENTS as to WHY. Identify EACH school and write comments next to it:

   _____

   _____

   _____

   _____

   _____

   _____

6. We would like you to rate how EFFECTIVE you feel you are in helping the schools to improve:

[ ] **4 = Very Effective**

[ ] **3 = Effective**
(I think there's more that I can do)

[ ] **2 = Somewhat Effective**
(I think there's not much more I can do)

[ ] **1 = Not Effective**
I do not think there's much that I can do to initiate improvement.

7. If you have check 1, 2, or 3 list three things you would like to see happen in order to maximize your EFFECTIVENESS:

_____

_____

_____

8. How INVOLVED are you in the following Cluster initiatives:

4 = Extensively Involved
3 = Moderately Involved
2 = Slightly Involved
1 = Not Involved

a. _____ Princeton Training

b. _____ School-Based Management

c. _____ Mentoring for students

d. _____ Restructured Middle Grades

e. _____ Other (Please SPECIFY):_____

_____

_____

9. If you have rated your involvement as **Moderate, Slightly** or **Not Involved**, please provide us with some COMMENTS:_____

_____

_____

_____

_____

_____

10. Think of your role as both the ORIGINATOR of change from the Central Office as well as, the PURVEYOR of change to the schools. Using the rating scale below choose the rating that comes closest to your position.

EXAMPLE: SAD [1] [2] [3] [4] [5] [6] [7] HAPPY

If you are always sad this would be represented by a rating of 1. A CHECKMARK under the number 4 would suggest that you are sometimes SAD sometimes HAPPY. A seven would indicate you are always HAPPY.

Originator of Change from Central Office

		1	2	3	4	5	6	7	
a.	Initiator	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Implementor
b.	Non-Challenging	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Challenging
c.	Creative	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Compliant
d.	Rigid	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Spontaneous
e.	Leader	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Follower
f.	Problem Poser	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Problem Solver
g.	Decision Maker	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Non Decision Maker
h.	Powerless	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Empower
i.	Facilitator	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Obstructor
j.	Team Player	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Loner

Purveyor of Change to Schools

		1	2	3	4	5	6	7	
a.	Initiator	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Implementor
b.	Non-Challenging	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Challenging
c.	Creative	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Compliant
d.	Rigid	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Spontaneous
e.	Leader	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Follower
f.	Problem Poser	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Problem Solver
g.	Decision Maker	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Non Decision Maker
h.	Powerless	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Empower
i.	Facilitator	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Obstructor
j.	Team Player	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	Lone

Newark Cluster School Non-Instructional Questionnaire: 1992

SCHOOL NAME_____

Dear Staff Members:

Your school has been involved in the Cluster School Program for the past three years. As part of the evaluation process we would like to get your views and opinions about various aspects of this school. We are asking that you respond honestly to each question. Please DO NOT write your name on the questionnaire, all questionnaires will be analyzed collectively.

Thank you for your cooperation

GENERAL BACKGROUND

1. How many years have you been working in this school?:

2. What is your current position?:

_____

3. Are you a member of the school's:

   a) Leadership Team: Yes No
   b) School Improvement Team: Yes No

If your school is involved in school-based management, shared decision making, or leadership training please answer questions 4 through 15 below. Use the rating scale below to indicate your agreement or disagreement with each statement.

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

4. _____ I believe that shared decision making provides a good approach for making decisions regarding routine school operations.

5. _____ I believe that shared decision making is a good approach for generating ideas to address unique problems which emerge during the year.

6. _____ I believe that shared decision making places principals in an unfair position with respect to being held accountable for all aspects of a school's operation while at the same time being expected to share decision making prerogatives with staff.

7. _____ I feel that enthusiasm for the shared decision making concept on the part of this school has waned.

8. _____ I feel that the adoption of shared decision making has resulted in wider staff participation than was the case before its implementation.

9. _____ I feel that the adoption of school-based management has resulted in the implementation of significantly different school practices than would otherwise have been the case.

10. _____ I feel that shared decision making is generally as efficient a means of school operations as previous methods employed.

11. _____ My relations with other members of the faculty & administration have become more friendly and open since our adoption of shared-decision making.

5 = Strongly Agree 4 = Agree 3 = Neither Agree nor Disagree 2 = Disagree 1 = Strongly Disagree

SCHOOL-BASED MANAGEMENT PROGRAM

12. _____ I feel that the adoption of shared decision making has provided a better approach to the development of solution strategies to cope, with problems that arise in this schools.

13. _____ I feel that the adoption of school-based management has made my job easier.

14. _____ School-based management has exhibited the potential for improving the operation of most schools.

15. _____ School-based management should be extended to all schools.

QUESTIONS 16 through 37 pertain to various aspects of your school. We would like your opinion about these things. Please respond honestly to all questions. If you are unsure in your feelings about a question please write the letter "U" for that question. Please DO NOT skip any question. Use the following guide to indicate your answer for each statement.

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
U = Uncertain

16. _____ The level of student misbehavior (e.g., noise, fighting in the halls or cafeteria) in this school interferes with my work.

17. _____ I have the support of the school administration in enforcing school rules.

18. _____ I feel safe coming to and going from this school.

19. _____ The staff of this school support and encourage each other at this school.

20. _____ There is a great deal of cooperative effort among the staff of this school.

21. _____ The staff of this school are recognized for a job well done.

22. _____ I have an adequate work space where I can work.

23. _____ Student behavior is generally positive in this school.

24. _____ Parents are involved in this school.

25. _____ I am optimistic that this school will improve.

26. _____ School personnel spend adequate time communicating with parents.

27. _____ This school is getting better.

28. _____ This school seems like a big family, everyone is close and friendly.

29. _____ Goals and priorities for the school are clear.

30. _____ This school is concerned about students' social and emotional development.

31. _____ This school is clean and orderly.

32. _____ This school is effectively led.

33. _____ I usually look forward to each working day at this school.

34. _____ I now spend more time working with the principal.

35. _____ I now feel more hopeful that things will get better in this school.

36. _____ The morale of this school has improved.

37. _____ There are now more opportunities for staff members to influence school policy.

Newark Cluster School Administrators Questionnaire: 1992

SCHOOL NAME_____

Dear Principals:

As you know your school has been involved in the Cluster School Program for the past three years. As part of the evaluation we would like to get your views and opinions about several aspects of the program and their impact on your school. We are asking that you respond honestly to each question. Please DO NOT write your name on the questionnaire, all questionnaires will be analyzed collectively.

Thank you for your cooperation

GENERAL BACKGROUND

1. GRADE LEVEL of school:

   [ ] Elementary [ ] Middle [ ] High

2. Student ENROLLMENT: _____

3. a) Number of Instructional PERSONNEL: _____

   b) Number of Non-Instructional PERSONNEL: ____

4. Indicate the extent to which your school has participated in each of the following ACTIVITIES. Use the following rating scale:

   4 = Extensive Involvement
   3 = Moderate Involvement
   2 = Slight Involvement
   1 = No Involvement
   9 = Not Applicable

   _____ Princeton Training

   _____ School-Based Management or Shared Decision Making(Faculty Corps/Leadership Corps

   _____ Mentoring Programs for students

   _____ Leadership Team

   _____ Faculty Corps

   _____ Parent Corps

   _____ School Improvement Training

SHARED - DECISION MAKING

If your school is Involved in School-Based Management or Shared Decision Making, please answer QUESTIONS 6 through 18. Indicate the extent to which you Agree or Disagree with EACH of the following statements by using the following rating scale:

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

6. _____ I believe that shared-decision making provides a good approach for making decisions regarding routine school operations.

7. _____ I believe that shared-decision making is a good approach for generating ideas to address unique problems which emerge during the year.

8. _____ I believe that shared-decision making places principals in an unfair position with respect to being held accountable for all aspects of a school's operation while at the same time being expected to share decision-making prerogatives with Staff.

9. _____ I feel that enthusiasm for shared-decision making concept on the part of my staff has waned.

SHARED-DECISION MAKING: CONTINUED

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

10. _____ I feel that the adoption of shared-decision making has resulted in wider staff participation than was the case before its implementation.

11. _____ I feel that the adoption of school-based management has resulted in the implementation of significantly different school practices than would otherwise have been the case.

12. _____ I feel that shared-decision making is as generally an efficient a means of school operation as previous methods employed.

13. _____ My relations with my staff have become more friendly and open since our adoption of shared-decision making.

14. _____ I feel that the adoption of shared-decision making has provided a better approach to the development of solution strategies to cope with problems which exist at the classroom level.

15. _____ I feel that the adoption of school-based management has made my job easier.

16. _____ School-based management has exhibited the potential for improving the operation of most schools.

17. _____ School-based management should be extended to all schools.

18. Are there areas into which you would like to see the principles of school-based management extended to:

_____

_____

_____

EFFECTIVENESS OF TRAINING

19. Indicate the degree to which you are satisfied with the training which your staff and parents have received through the Cluster Program:

4 = Very Satisfied
3 = Satisfied
2 = Somewhat Satisfied
1 = Dissatisfied

a)____Yourself b)____Teachers c)____Parents

20. List three areas in which this training has proven to be beneficial for your school.

I. _____

II. _____

III. _____

21. How valuable are the following groups in helping your school to run more efficiently.

4 = Very Valuable
3 = Valuable
2 = Somewhat Valuable
1 = Not Valuable
9 = Groups ARE NOT properly formed in my school.

a) _____ Leadership Team - School Improvement

b) _____ Faculty Corps

c) _____ Parent Corps

22. What improvements (if any) have you seen in your school which you can attribute to your school's participation in the Cluster Program.

_____

_____

23. Briefly describe what the Cluster concept has meant to you.

_____

_____

QUESTIONS 24 through 27 pertain to changes in the school that can be attributed to the school's involvement in the Cluster Program. If you are a new Administrator in this school, you may consult with other school personnel who were in the school before the Cluster initiative. If you consult with any school personnel please place a CHECKMARK in the appropriate BOX or BOXES.

a) [ ] Consulted with vice principals.

b) [ ] Consulted with members of the faculty.

c) [ ] Consulted with others: Specify _____

CHANGES IN SCHOOL

24. For each of the following SERVICES which the Central Offices offers you through the Cluster Program indicate a) how helpful this has been to your and your school and b) LIST three areas in which this has aided your school. Please use the Helpfulness rating scale below.

    4 = Very Helpful
    3 = Helpful
    2 = Not Helpful
    1 = Definitely Not Helpful
    9 = NO NEED to seek assistance

a) _____ Business Administrator

1. _____
2. _____
3. _____

b) _____ Director of Academics

1. _____
2. _____
3. _____

c) _____ Director of Community Affairs

1. _____
2. _____
3. _____

d) _____ Assistant Executive Superintendent

1. _____
2. _____
3. _____

25. What were some of the problems (if any) this school faced prior to its involvement in the cluster initiative? For EACH problem indicate what its status currently is by using the guide below.

    4 = Has Disappeared
    3 = Exits to the Same as Before
    2 = Has gotten Better but Still Exits
    1 = Does Not Appear to have a Solution

[ ] PROBLEM 1:_____

_____

[ ] PROBLEM 2:_____

_____

[ ] PROBLEM 3:_____

_____

[ ] PROBLEM 4:_____

_____

[ ] PROBLEM 5:_____

_____

CHANGES IN SCHOOL: CONTINUED

26. There are some changes that have occurred in most of the cluster schools. Using the rating scale below, indicate how Effective you feel these changes are in helping your school function more Efficiently.

4 = Very Effective
3 = Effective
2 = Some What Effective
1 = Very Ineffective
9 = Not Applicable to my school

a) _____ Departmentalization (Middle Grades - Other Grades)

b) _____ All-Day Kindergarten

c) _____ Non-Graded Primary Grades

d) _____ School-Based Management

e) _____ Assistance from Outside Collaborators

f) _____ Cooperative Learning

g) _____ Closer Relationship between Elementary and High Schools

h) _____ Closer Relationship between School and Central Office

i) _____ Cities - in School

j) _____ Alternative Education Program

k) _____ Leadership/School Improvement Team Training

l) _____ Other (SPECIFY):_____

_____

_____

_____

27. For any of the changes you many have rated Somewhat Ineffective or Very Ineffective please provide us with comments as to why this has not worked in your school.

a) Departmentalization: _____

_____

_____

_____

_____

_____

b) All-Day Kindergarten:_____

_____

_____

_____

_____

_____

c) School-Based Management:_____

_____

_____

_____

_____

_____

CHANGES IN SCHOOL: CONTINUED

d) **Assistance from Outside Collaborators:**

e) **Cooperative Learning:** _____

f) **Closer Relationship between School and Central Office:** _____

g) **Closer Relationship between High School and Elementary Schools:** _____

h) **OTHERS:** _____

We would like to get your opinion about several aspects of your school. Please respond honestly to all questions. If you are UNSURE in your feeling about a question please put the "U" for that question. Please DO NOT SKIP a question. Use the following guide to indicate your answer:

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
U = Unsure

SCHOOL CLIMATE

28. _____ There is cooperation throughout this school.
29. _____ Parents are involved in this school.
30. _____ I am optimistic that this school will improve.
31. _____ School personnel spend adequate time communicating with parents.
32. _____ Teachers and parents spend time working together.
33. _____ Teachers in this school are making a difference in the lives of students.
34. _____ This school is getting better.
35. _____ Students feel safe coming to and going from this school.
36. _____ This school seems like a big family, everyone is close and friendly.
37. _____ Goals and priorities for the school are clear.
38. _____ Parents are well-informed of their children's progress.
39. _____ This school is concerned about students' social and emotional development.
40. _____ Parents are able to communicate about the running of the school.
41. _____ This school is clean and orderly.
42. _____ Violence in this school is not one of my concerns.
43. _____ Teachers in this school really care about their students.
44. _____ I am highly visible throughout this school.
45. _____ Most parents would rate this school as superior.
46. _____ Most parents are involved in an over-all home and school support network.
47. _____ Teachers receive the support of parents for the work they do.
48. _____ Teachers receive the support of the school administration in enforcing school rules.
49. _____ Teachers make a conscious effort to coordinate their teaching with each other.
50. _____ Staff members support and encourage each other at this school.
51. _____ There is a great deal of cooperative effort among staff members.
52. _____ Staff members are recognized for a job well done.
53. _____ I require and regularly review lesson plans.

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree U = Unsure

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SCHOOL CLIMATE: CONTINUED	
54. ____ I frequently communicate with individual teachers about their responsibility in relation to student achievement.	61. ____ I try to be active in securing resources and promoting staff development for the faculty.
55. ____ Supervision is directed at instruction.	62. ____ I use test results to recommend modifications or changes in the instructional program.
56. ____ I review and interpret test results with and for the faculty.	63. ____ The school's communication network is open to effective two-way exchanges among administrators and teachers.
57. ____ I understand the needs of my faculty.	64. ____ At my initiative, teachers work together to effectively coordinate the instructional program within and between grades.
58. ____ Teachers in this school are provided with adequate feedback concerning their professional performance.	65. ____ I am confident in my ability to effectively lead this school.
59. ____ Student behavior is generally positive in this school.	
60. ____ I make frequent classroom observations.	

Newark Cluster School Teacher Questionnaire: 1992

SCHOOL NAME_____

Dear Faculty Members:

Your school has been involved in the Cluster School Program for the past three years. As part of the evaluation process we would like to get your views and opinions about various aspects of this school. We are asking that you respond honestly to each question. Please DO NOT write your name on the questionnaire, all questionnaires will be analyzed collectively.

Thank you for your cooperation

GENERAL BACKGROUND

1. What is your gender:

   Male Female

2. With which ethnic group do you identify:

   a) African-American
   b) Asian
   c) Hispanic
   d) Native American
   e) White
   f) Other

3. How many years have you been teaching:

   In current school_____ Overall_____

4. What is your current position:

   a) Self-contained classroom teacher
   b) Departmentalized classroom teacher
   c) Special subject (e.g., music, art, computer, etc.)
   d) Chapter 1/Basic Skills
   e) Bilingual teacher
   f) Special Education
   g) Reading, math, or curriculum coordinator/chairperson
   h) Other (Please specify below):

   _____

   _____

   _____

5. What is the highest level of formal education that you have completed?

   a) Bachelor's degree
   b) Master's degree
   c) Master's +15 credits
   d) Master's +30 credits
   e) Master's +45 credits
   f) Doctorate
   g) Other (Please Specify):

   _____

   _____

6. What grade(s) are you teaching this year:

   a) Pre-K
   b) Kindergarten
   c) 1st
   d) 2nd
   e) 3rd
   f) 4th
   g) 5th
   h) 6th
   i) 7th
   j) 8th
   k) 9th
   l) 10th
   m) 11th
   n) 12th
   o) ungraded
   p) Special Ed.

7. How many students do you have in your class:_____ (Elementary Schools ONLY)

8. Are you a member of the school's:

   a) Leadership team: YES NO

   b) Teacher/Faculty Corp: YES NO

   c) School Improvement: YES NO

IN SCHOOL PROGRAMS

9. Please indicate whether or not you are involved in any of the following programs in you school:

	YES	NO
a) All-day Kindergarten	_____	_____
b) Non-graded primary unit	_____	_____
c) Restructured middle grades	_____	_____
d) Integrated science and math program	_____	_____
e) Berliner School: Alternative school for 7th & 8th grade	_____	_____
f) Central High School: Alternative program for 9R and 10R	_____	_____
g) Central High School: Honors program	_____	_____
h) Extended day program for homeless children	_____	_____
i) Cooperative learning in the class	_____	_____
j) Teacher professional development project	_____	_____
k) Teacher for School-Based Management and Shared Decision Making	_____	_____
l) School Improvement Training (Skinners)	_____	_____
m) Other (Please Specify):	_____	_____

_____

_____

_____

_____

If your school is involved in school-based management, shared decision making, or leadership training please answer questions 10 through 21 below.

If you **DO NOT** feel that you know enough about SBM to answer most of the questions put a checkmark in the following box and **GO TO** question 22. [ ]

If you feel you can answers most of the questions use the rating scale below to indicate your agreement or disagreement with each statement.

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

SCHOOL-BASED MANAGEMENT PROGRAM

10. _____ I believe that shared decision making provides a good approach for making decisions regarding routine school operations.

11. _____ I believe that shared decision making is a good approach for generating ideas to address unique problems which emerge during the year.

12. _____ I believe that shared decision making places principals in an unfair position with respect to being held accountable for all aspects of a school's operation while at the same time being expected to share decision making prerogatives with staff.

13. _____ I feel that enthusiasm for the shared decision making concept on the part of this school has waned.

14. _____ I feel that the adoption of shared decision making has resulted in wider staff participation than was the case before its implementation.

15. _____ I feel that the adoption of school-based management has resulted in the implementation of significantly different school practices than would otherwise have been the case.

16. _____ I feel that shared decision making is generally as efficient a means of school operations as previous methods employed.

17. _____ My relations with other members of the faculty & administration have become more friendly and open since our adoption of shared-decision making.

18. _____ I feel that the adoption of shared decision making has provided a better approach to the development of solution strategies to cope.

19. _____ I feel that the adoption of school-based management has made my job easier.

20. _____ School-based management has exhibited the potential for improving the operation of most schools.

21. _____ School-based management should be extended to all schools.

QUESTIONS 22 through 62 pertain to various aspects of your school. We would like your opinion about these things. Please respond honestly to all questions. If you are unsure in your feelings about a question please write the letter "U" for that question. Please **DO NOT** skip any question. Use the following guide to indicate your answer for each statement.

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
U = Uncertain

SCHOOL CLIMATE

22. _____ My success or failure as a teacher is due primarily to factors beyond my control.

23. _____ The level of student misbehavior (e.g., noise, fighting in the halls or cafeteria) in this school interferes with my teaching.

24. _____ I have the support of the school administration in enforcing school rules.

25. _____ I feel safe coming to and going from this school.

26. _____ I make a conscious effort to coordinate my teaching with what occurs at other grade levels.

27. _____ Staff members support and encourage each other at this school.

28. _____ There is a great deal of cooperative effort among staff members.

29. _____ Staff members are recognized for a job well done.

30. _____ I have an adequate work space where I can work.

31. _____ I have necessary basic materials (e.g., textbooks and supplies) for my teaching.

32. _____ My classroom is clean.

33. _____ My classroom has broken windows.

34. _____ My classroom has chipped and peeling paint.

35. _____ On a typical day, my classroom is seldom disrupted by student misbehavior.

36. _____ On a typical day, my classroom is often disrupted by announcements, messengers from the office, students coming in tardy, noise in the hallway, etc.

37. _____ I have had to spend my own money for school supplies and materials.

38. _____ The principal requires and regularly reviews lesson plans.

39. _____ The principal frequently communicates to individual teachers their responsibility in relation to student achievement.

40. _____ There is clear, strong, centralized instructional leadership from the principal in this school.

41. _____ Supervision is directed at instruction.

42. _____ The principal reviews and interprets test results with and for the faculty.

43. _____ The school's administrators understand the needs of teachers.

44. _____ Teachers in this school are provided with adequate feedback concerning their professional performance.

45. _____ Student behavior is generally positive in this school.

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4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree U = Uncertain

SCHOOL CLIMATE: CONTINUED

46. _____ The principal makes frequent classroom observations.

47. _____ The principal is very active in securing resources and promoting staff development for the faculty.

48. ____ The principal uses test results to recommend modifications or changes in the instructional program.

49. _____ The school's communication network is open to effective two-way exchanges among administrators and teachers.

50. _____ At the principal's initiative, teachers work together to effectively coordinate the instructional program within and between grades.

51. _____ Parents are involved in this school.

52. _____ I am optimistic that this school will improve.

53. _____ School personnel spend adequate time communicating with parents.

54. _____ Teachers and parents spend time working together.

55. _____ Teachers in this school are making a difference in the lives of students.

56. _____ This school is getting better.

57. _____ This school seems like a big family, everyone is close and friendly.

58. _____ Goals and priorities for the school are clear.

59. _____ Parents are well-informed of their children's progress.

60. _____ This school is concerned about students' social and emotional development.

61. _____ Parents are able to communicate about the running of the school.

62. _____ This school is clean and orderly.

63. _____ This school is effectively led.

QUESTIONS 63 through 79 are asking you to compare your experiences in your school **BEFORE** the Cluster Program and your experiences **NOW**. The Cluster Program was initiated in 1989. If you are a new member to the faculty and are unable to respond please denote this by placing a CHECKMARK in the following box. [ ]

Please answer all question honestly. If you are unsure in your feelings about a question please write the letter "U" for that question. Please **DO NOT** skip any question. Use the following guide to indicate your answer for each statement.

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
U = Uncertain

EXPERIENCES BEFORE CLUSTER PROGRAM AND NOW

64. _____ There are now more disruptions to my teaching.

65. _____ There are now more opportunities for teachers to influence school policy.

66. _____ Staff development is now more responsive to teachers' needs.

67. _____ There are now more informal occasions for parents and teachers to talk.

68. _____ The principal spends more time now seeking teachers' opinions.

69. _____ I now spend more time preparing for teaching.

70. _____ I now spend more time teaching in my class.

71. _____ I now spend more time helping individual students.

72. _____ I now spend more time on administrative work.

73. _____ I now spend more time in meetings during school.

74. _____ I now spend more time in meetings out of school.

75. _____ I now spend more time working with other teachers.

76. _____ I now spend more time working with the principal.

77. _____ I usually look forward to each working day at this school.

78. _____ I now feel more hopeful that things will get better in this school.

79. _____ The changes made since the Cluster Schools program was implemented have had no effect on my classroom.

80. _____ The morale of this school has improved.

Parent Perception Inventory: Cluster Schools Program

SCHOOL NAME_____

Dear Parent or Guardian:

Your child's school has been involved in a special program (The Cluster School Program) for the past three years. We would like to get Your views and opinions about several aspects of this school. We are asking you to respond honestly to all questions. Please DO NOT write your name on the questionnaire.

Thank you for your Cooperation

PLEASE place a CHECKMARK in the appropriate BOX for questions 1-3.

1. What is your RELATIONSHIP to the student who attends this school:

[ ] Mother
[ ] Father
[ ] Stepmother
[ ] Stepfather
[ ] Grandmother
[ ] Grandfather
[ ] Aunt
[ ] Uncle
[ ] Guardian
[ ] Other Relative
[ ] Other Describe _____

2. How many CHILDREN from your family GO TO this school this year:

[ ] One
[ ] Two
[ ] Three
[ ] Four
[ ] Five
[ ] Or More

3. What GRADES are they in? (If you have more than one child attending this school please check a grade for EACH child):

[ ] Pre-K
[ ] Kindergarten
[ ] 1st
[ ] 2nd
[ ] 3rd
[ ] 4th
[ ] 5th
[ ] Other____

PLEASE use the GUIDE which Follows EACH Statement to Indicate your Answer for QUESTIONS 4-8.

4. Families are in CONTACT with the school in different ways. Please use the following guide (to answer EACH statement) to tell if you have done any of these things this year:

4 = Many Times
3 = 1-2 Times
2 = Not Yet
1 = Never Do

a. ____ Talk with teacher at school.

b. ____ Talk to teacher on phone.

c. ____ Go to PTA/PTO meetings.

d. ____ Go to special events at the school.

5. Schools CONTACT families in different ways. Please use the following guide to tell if the school has done these things this year and how well:

3 = School Does this Very Well now
2 = School Does this but Could Do Better
1 = School Does NOT Do this

a. _____ Tells me how my child is doing in school.

b. _____ Tells me what skills my child needs to learn each year.

c. _____ Explain how to check my child's homework.

d. _____ Give me ideas of how to help my child at home.

e. _____ Ask me to volunteer for a few hours at the school.

f. _____ Send home clear notices that can be read.

g. _____ Invite me to programs at the school.

h. _____ Has a parent-teacher conference with me.

i. _____ Send home timely announcements of meetings.

j. _____ Keep me informed of different educational programs within the school.

6. COMMUNICATION with the school. Please use the following guide to tell if you Agree or Disagree with these things:

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

a. _____ I am able to arrange a conference with my child's teacher to discuss his school progress.

b. _____ The school has kept me informed of the Cluster School Program in my child's school.

c. _____ I understand what the Cluster School Program wants to accomplish.

7. Parental INVOLVEMENT with the school. Please use the following guide to tell if the school has done these things:

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

a. _____ I am encouraged to volunteer my services to the school.

b. _____ It is easy to arrange to visit the school to check on my child's progress.

c. _____ Parental conferences and PTA meetings are a major priority.

8. During all of the past school year the school CONTACTS you for different reasons. Please use the following guide to tell how many times they have done these things:

4 = More Than 4 Times
3 = 3 or 4 Times
2 = 1 or 2 Times
1 = None

a. _____ To talk about how your child was doing in schoolwork.

b. _____ To talk about problems with your child's behavior at school.

c. _____ To talk about your child's attendance record.

d. _____ To talk about the courses or programs your child was currently taking.

e. _____ To talk about the courses or program your child would be taking the next year.

f. _____ To talk about placing your child in special courses or programs.

g. _____ To ask you to help with school fund raising activities.

h. _____ To get information from you such as your address or work telephone number.

i. _____ To ask you to do volunteer work such as supervising lunch, helping in classrooms or with field trips.

j. _____ Other reasons (Comment Below):

_____

_____

_____

9. Are you a MEMBER of the Parent Corp in this school:

YES [ ] NO [ ]

10. If YES, how many training sessions have you attended: _____

11. How HELPFUL have you found the training to be:

[ ] Very Helpful
[ ] Helpful
[ ] Not Helpful
[ ] Definitely Not Helpful

12. Can you think of THREE AREAS in which the training has been helpful to you:

1. _____

2. _____

3. _____

13. If you have NOT BENEFITTED from the training please provide us with some COMMENTS as to WHY:

_____

_____

_____

_____

14. What are some of the ACTIVITIES you have engaged in as a MEMBER of the Parent Corp:

_____

_____

_____

_____

15. During all of the past school year, did you do any of the following at your school:

a. Belong to a parent-teacher organization:

[ ] YES [ ] NO

b. Attend meetings of a parent-teacher organization:

[ ] YES [ ] NO

c. Take part in the activities of a parent-teacher organization:

[ ] YES [ ] NO

d. Volunteer to help out at the school:

[ ] YES [ ] NO

e. Belong to any other organization, such as a neighborhood or religious organization, where other parents from your child's school also belonged:

[ ] YES [ ] NO

16. We would like to get your opinion about several aspects of your child's school. PLEASE respond honestly to all questions. If you are UNSURE in your feelings about a question please put the letter "U" for that question. Please DO NOT SKIP a question. Use the following guide to indicate if you Disagree or Agree with these things:

4 = Strongly Disagree
3 = Agree
2 = Disagree
1 = Strongly Disagree
U = Unsure

a. _____ There is cooperation throughout this school.

b. _____ Parents are involved in this school.

c. _____ I am optimistic that this school will improve.

d. _____ School personnel spend adequate time communicating with parents.

e. _____ Teachers and parents spend time working together.

f. _____ Teachers in this school are making a difference in the lives of students.

g. _____ This school is getting better.

h. _____ Students feel safe coming to and going from this school.

i. _____ This school seems like a big family, everyone is close and friendly.

j. _____ Goals and priorities for the school are clear.

k. _____ Parents are well-informed of their children's progress.

l. _____ This school is concerned about students' social and emotional development.

m. _____ Parents are able to communicate about the running of the school.

n. _____ This school is clean and orderly.

o. _____ Violence in this school is not one of my concerns.

p. _____ Teachers in this school really care about their students.

q. _____ The principal is highly visible throughout this school.

r. _____ Most parents would rate this school as superior.

s. _____ Most parents are involved in an over all home and school support network.

t. _____ Teachers receive a great deal of support from parents for the work they do.

Appendix C

Achievement Profile for Cluster Schools: 1988-1992

Table A

Achievement Profile for Burnet: 1988-1992

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	51.3	+ 8.9	39.8	49.8	+10.0	52.2	45.0	- 7.2	51.4	45.0	- 7.2	50.1	54.0	+ 3.9
	2	41.8	30.4	-11.4	39.5	34.1	- 5.4	49.2	50.8	+ 1.6	46.7	45.7	- 1.0	46.0	34.3	-11.7
R	3	42.6	47.2	+ 4.6	40.4	40.3	- .1	45.3	47.0	+ 1.7	45.2	45.0	- .2	44.5	45.0	+ .5
E	4	35.5	27.7	- 7.8	35.2	29.5	- 5.7	40.3	42.2	+ 1.9	40.9	43.7	+ 2.8	40.9	42.0	+ 1.3
A	5	36.0	29.4	- 6.6	33.6	25.5	- 8.1	42.2	39.7	- 2.5	42.6	40.7	- 1.9	42.8	49.0	+ 6.2
D	6	37.0	30.3	- 6.7	36.7	33.4	- 3.3	43.0	43.0	0	43.8	46.0	+ 3.8	43.2	45.0	+ 1.8
	7	37.9	35.1	- 2.8	39.4	38.0	- 1.4	44.3	44.5	+ .2	45.5	43.2	- 2.3	45.8	46.2	+ .4
	8	38.8	38.3	- .5	37.8	26.8	-11.0	44.4	38.8	- 5.6	45.0	46.0	+ 1.0	45.6	46.0	+ 1.6
	1	48.2	60.2	+12.0	46.1	57.9	+11.8	58.4	45.5	-12.9	58.2	53.5	- 4.7	56.9	54.0	- 2.9
	2	50.7	42.2	- 8.5	47.0	40.5	- 6.5	58.2	58.0	- .2	57.0	59.3	+ 2.3	56.4	46.0	+10.4
M	3	49.2	45.7	- 3.5	46.4	38.8	- 7.6	56.6	50.3	- 6.3	54.2	54.0	- .2	53.0	52.0	- 1.0
A	4	45.8	38.1	- 7.7	44.2	39.0	- 5.2	51.3	45.8	- 5.5	52.0	53.0	+ 1.0	52.7	43.0	- 9.7
T	5	43.6	33.9	- 9.7	42.3	32.3	- 10.0	53.6	50.4	- 3.2	55.3	52.7	- 2.6	56.1	62.0	+ 5.9
H	6	45.0	33.4	-11.6	44.4	33.4	- 11.0	60.6	62.0	+ 2.6	61.1	64.0	+ 2.9	60.7	68.0	+ 7.3
	7	42.6	26.4	-16.2	44.5	43.9	- 0.6	51.1	50.3	- .8	51.6	46.5	- 5.1	52.4	47.0	- 5.4
	8	41.7	39.9	- 1.8	40.5	29.4	- 11.1	50.5	45.3	- 5.2	50.2	50.3	+ .1	51.9	62.0	+10.1
	1	44.8	35.5	- 9.3	40.9	37.6	- 3.3	51.3	42.1	- 9.2	51.3	44.3	- 7.0	50.9	51.7	+ .8
	2	42.3	36.6	- 5.7	39.0	24.7	- 14.3	46.5	47.4	+ .9	44.8	41.3	- 3.5	44.2	32.5	- 11.7
W	3	42.5	41.9	- 0.6	41.6	39.9	- 1.7	48.4	45.0	- 3.4	47.7	43.0	- 4.7	46.6	46.4	- .2
R	4	41.8	34.8	- 7.0	39.9	37.4	- 2.5	46.1	44.3	- 1.8	46.2	40.2	- 6.0	46.3	42.7	- 3.6
I	5	39.4	35.8	- 3.6	38.2	31.1	- 7.1	45.0	38.5	- 6.5	46.2	42.0	- 4.2	45.7	46.0	+ .3
T	6	39.6	34.8	- 4.8	39.0	34.5	- 4.5	48.2	49.0	+ .8	49.1	47.8	- 1.3	49.2	54.5	+ 5.3
E	7	39.0	33.0	- 6.0	39.0	41.0	+ 2.0	48.8	46.8	- 2.0	50.6	46.0	- 4.6	50.3	48.0	- 2.3
	8	39.5	45.4	+ 5.9	39.1	32.2	- 6.9	47.5	43.2	- 4.3	48.0	46.7	- 1.3	49.1	51.0	+ 1.9

Table B

Achievement Profile for Central: 1988-1992

Grade	1992			1991			1990			1989			1988		
	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
READ 9	35.3	30.2	- 5.1	33.9	29.9	- 4.0	33.7	30.6	- 3.1	35.7	30.4	- 5.3	33.4	31.0	- 2.4
READ 10	34.2	28.6	- 5.6	34.2	29.3	- 4.9	37.7	31.9	- 5.8	35.6	33.1	- 2.5	35.3	31.2	- 4.1
READ 11	36.4	29.7	- 6.7	36.1	27.0	- 9.1	38.2	35.3	- 2.9	38.0	32.6	- 5.4	37.7	32.1	- 5.6
READ 12*															
MATH 9	41.0	35.8	- 5.2	45.1	41.7	- 3.4	47.3	42.8	- 4.5	49.9	43.8	- 6.1	47.6	44.9	- 2.7
MATH 10	41.7	38.5	- 3.2	42.9	38.6	- 4.3	50.0	48.3	- 1.7	48.8	46.3	- 2.5	49.8	46.7	- 3.1
MATH 11	42.2	36.6	- 5.6	42.6	38.7	- 3.9	48.0	47.0	- 1.0	47.5	46.0	- 1.5	48.1	46.2	- 1.9
MATH 12*															
WRITE 9	37.8	35.0	- 2.8	38.0	33.0	- 5.0	44.0	40.4	- 3.6	46.8	43.3	- 3.5	43.0	39.5	- 3.5
WRITE 10	33.7	29.9	- 3.8	34.9	28.8	- 6.1	44.5	42.2	- 2.3	41.9	40.4	- 1.5	42.4	39.4	- 3.0
WRITE 11	38.0	33.2	- 4.8	37.2	31.7	- 5.5	44.3	39.6	- 4.7	44.0	36.0	- 8.0	43.7	39.1	- 4.6
WRITE 12*															

* Note: Twelfth graders were not tested in 1992.

Table C

Achievement Profile for Cleveland: 1988-1992

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	39.7	-2.7	39.8	29.0	-10.8	52.2	45.6	-6.6	51.4	51.5	+.1	50.1	43.2	-6.9
	2	41.8	24.7	-17.1	39.5	30.3	-9.2	49.2	46.0	-3.2	46.7	44.0	-2.7	46.0	44.0	-2.0
R	3	42.6	26.5	-16.1	40.4	34.1	-6.3	45.3	49.5	+4.2	45.2	36.9	-8.3	44.5	39.0	-5.5
E	4	35.5	27.2	-8.3	35.2	28.7	-6.5	40.3	37.7	-2.6	40.9	40.0	-.9	40.9	36.7	-4.2
A	5	36.0	35.8	-.2	28.3	24.7	-3.6	42.2	34.2	-8.0	42.6	35.5	-7.1	42.8	35.8	-7.0
D	6				36.7	27.7	-9.0	43.0	42.0	-1.0	43.8	47.8	+4.0	43.2	55.0	+11.8
	7				39.4	33.4	-6.0	44.3	42.7	-1.6	45.5	36.8	-8.7	45.8	43.8	-2.0
	8				37.8	36.9	-.9	44.4	43.4	-1.0	45.0	45.7	+.7	45.6	46.7	+1.1
	1	48.2	43.9	-4.3	46.1	29.4	-16.7	58.4	48.0	-10.4	58.2	52.8	-5.4	56.9	54.5	-2.5
	2	50.7	36.4	-14.3	47.0	34.8	-12.2	58.2	61.7	+3.5	57.0	55.7	-1.3	56.4	56.0	-.4
M	3	49.2	36.8	-12.4	46.4	36.4	-10.0	56.6	57.7	+1.1	54.2	42.7	-11.5	53.0	46.0	-7.0
A	4	45.8	39.3	-6.5	44.2	41.3	-2.9	51.3	49.5	-1.8	52.0	50.2	-1.8	52.7	46.7	-6.0
T	5	43.6	40.7	-2.9	42.3	37.4	-4.9	53.6	44.5	-9.1	55.3	49.0	-6.3	56.1	47.3	-8.8
H	6				44.4	36.8	-7.6	60.6	66.3	+5.7	61.1	66.7	+5.6	60.7	68.0	+7.3
	7				44.5	37.2	-7.3	51.1	54.5	+3.4	51.6	50.2	-1.4	52.4	55.5	+3.1
	8				40.5	40.5	0	50.5	50.5	0	50.2	55.0	+4.8	51.9	58.0	+6.1
	1	44.8	34.4	-10.4	40.9	25.2	-15.7	51.3	41.7	-9.6	51.3	43.4	-7.9	50.9	47.2	-3.7
	2	42.3	21.8	-20.5	39.0	29.1	-9.9	46.5	53.5	+7.0	44.8	39.6	-5.2	44.2	46.5	+2.3
W	3	42.5	31.0	-11.5	41.6	36.1	-5.5	48.4	46.8	-1.6	47.7	33.2	-14.5	46.6	37.4	-9.2
R	4	41.8	31.9	-9.9	39.9	35.6	-4.3	46.1	42.4	-3.7	46.2	44.2	-2.0	46.3	41.0	-5.3
I	5	39.4	37.4	-2.0	38.2	31.9	-6.3	45.0	39.0	-6.0	46.2	44.2	-2.0	45.7	38.5	-7.2
T	6				39.0	35.7	-3.3	48.2	46.3	-1.9	49.1	49.3	+.2	49.2	55.0	+5.8
E	7				39.0	34.1	-4.9	48.8	46.4	-2.4	50.6	47.7	-2.9	50.3	51.5	+1.2
	8				39.1	40.5	+1.4	47.5	46.2	-1.3	48.0	49.5	+1.5	49.1	50.0	+.9

Table D

Achievement Profile for Eighteenth Avenue: 1988-1992

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	45.2	+ 2.8	39.8	28.4	- 11.4	52.2	43.3	- 8.9	51.4	54.0	+ 2.6	50.1	42.8	- 7.3
	2	41.8	32.7	- 9.1	39.5	32.7	- 6.8	49.2	46.5	- 2.7	46.7	36.4	- 10.3	46.0	37.5	- 8.5
R	3	42.6	42.5	- .1	40.4	36.2	- 4.2	45.3	39.3	- 6.0	45.2	38.2	- 7.0	44.5	44.3	- .2
E	4	35.5	35.5	0	35.2	24.7	- 10.5	40.3	40.6	+ .3	40.9	47.0	+ 6.1	40.9	45.7	+ 4.8
A	5	36.0	23.6	- 12.4	28.3	26.7	- 1.6	42.2	40.0	- 2.2	42.6	39.0	- 3.6	42.8	31.5	- 11.3
D	6				36.7	32.7	- 4.0	43.0	41.0	- 2.0	43.8	33.5	- 10.3	43.2	42.7	- .5
	7				39.4	34.8	- 4.6	44.3	36.5	- 7.8	45.5	36.0	- 9.0	45.8	39.9	- .9
	8				37.8	33.4	- 4.4	44.4	38.3	- 6.1	45.0	46.7	+ 1.7	45.6	56.0	+ 10.4
	1	48.2	56.7	+ 8.5	46.1	52.0	+ 5.9	58.4	41.5	- 16.9	58.2	63.3	+ 5.1	56.9	50.0	- 6.9
	2	50.7	43.6	- 7.1	47.0	23.0	- 24.0	58.2	58.0	- .2	57.0	40.3	- 16.7	56.4	38.8	- 17.6
M	3	49.2	54.2	+ 5.0	46.4	48.7	+ 2.3	56.6	55.0	- 1.6	54.2	53.0	- 1.2	53.0	49.6	- 3.4
A	4	45.8	59.6	+ 13.8	44.2	36.3	- 7.9	51.3	47.7	- 3.6	52.0	58.4	+ 6.4	52.7	64.0	+ 11.3
T	5	43.6	33.1	- 10.5	42.3	34.4	- 7.9	53.6	52.5	- 1.1	55.3	56.0	+ .7	56.1	48.5	- 7.6
H	6				44.4	27.7	- 16.7	60.6	64.0	+ 3.4	61.1	50.0	- 11.1	60.7	57.3	- 3.4
	7				44.5	39.3	- 5.2	51.1	46.0	- 5.1	51.6	43.0	- 8.6	52.4	44.4	- 8.0
	8				40.5	39.3	- 1.2	50.5	49.7	- .8	50.2	50.7	+ .5	51.9	56.0	+ 4.1
	1	44.8	53.0	+ 8.2	40.9	38.7	- 2.2	51.3	42.0	- 9.3	51.3	52.0	+ .7	50.9	43.0	- 7.9
	2	42.3	36.1	- 6.2	39.0	32.6	- 6.4	46.5	44.0	- 2.5	44.8	37.7	- 7.1	44.2	36.3	- 7.9
W	3	42.5	48.8	+ 6.3	41.6	42.9	+ 1.3	48.4	53.7	+ 5.3	47.7	46.2	- 1.5	46.6	58.8	+ 12.2
R	4	41.8	46.6	+ 4.8	39.9	34.1	- 5.8	46.1	46.4	+ .3	46.2	52.0	+ 5.8	46.3	55.5	+ 9.2
I	5	39.4	38.1	- 1.3	38.2	31.1	- 7.1	45.0	46.5	+ 1.5	46.2	52.0	+ 5.8	45.7	36.4	- 9.3
T	6				39.0	36.5	- 2.5	48.2	51.6	+ 3.4	49.1	40.7	- 8.4	49.2	48.6	- .6
E	7				39.0	28.6	- 10.4	48.8	48.3	+ .5	50.6	47.0	- 3.6	50.3	47.9	- 2.4
	8				39.1	36.4	- 2.7	47.5	44.0	- 3.5	48.0	47.8	- .2	49.1	52.2	+ 3.1

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Table E

Achievement Profile for Morton: 1988-1992

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	37.2	- 5.2	39.8	45.7	+ 5.9	52.2	50.5	- 1.7	51.4	43.5	- 7.9	50.1	52.0	+ 1.9
	2	41.8	26.6	-15.2	39.5	32.3	- 7.2	49.2	46.4	- 2.8	46.7	44.8	- 1.9	46.0	47.0	+ 1.0
R	3	42.6	36.2	- 6.4	40.4	36.4	- 4.0	45.3	45.5	+ .2	45.2	45.2	0	44.5	43.1	- 1.4
E	4	35.5	24.5	-11.0	35.2	24.1	-11.1	40.3	39.0	- 1.3	40.9	40.4	- .5	40.9	40.5	- 0.4
A	5	36.0	29.8	- 6.2	28.3	35.2	+ 6.9	42.2	46.7	+ 4.5	42.6	45.4	+ 2.8	42.8	45.7	- 2.9
D	6	37.0	28.8	- 8.2	36.7	30.8	- 5.9	43.0	38.2	- 4.8	43.8	39.6	- 4.2	43.2	38.4	- 4.8
	7	37.9	34.1	- 3.8	39.4	31.9	- 7.5	44.3	45.3	+ 1.0	45.5	40.9	- 4.6	45.8	47.4	+ 1.6
	8	38.8	31.1	- 7.7	37.8	33.5	- 4.3	44.4	41.3	- 3.1	45.6	45.0	0	45.6	41.3	- 4.3
	1	48.2	44.7	- 3.5	46.1	45.5	- 0.6	58.4	63.0	+ 4.6	58.2	61.0	+ 2.8	56.9	59.7	+ 2.8
	2	50.7	39.9	-10.8	47.0	43.0	- 4.0	58.2	56.3	- 1.9	57.0	55.0	- 2.0	56.4	46.7	- 9.7
M	3	49.2	47.6	- 1.6	46.4	46.8	+ 0.4	56.6	61.0	+ 4.4	54.2	58.6	+ 4.4	53.0	50.3	- 2.7
A	4	45.8	37.4	- 8.4	44.2	40.1	- 4.1	51.3	55.7	+ 4.4	52.0	45.7	- 6.3	52.7	51.3	- 1.4
T	5	43.6	39.0	- 4.6	42.3	43.2	+ .9	53.6	54.7	+ 1.1	55.3	56.5	+ 1.2	56.1	53.2	- 2.9
H	6	45.0	41.4	- 3.6	44.4	40.2	- 4.2	60.6	59.4	- 1.2	61.1	58.8	- 2.3	60.7	51.6	- 9.1
	7	42.6	34.8	- 7.8	44.5	36.1	- 8.4	51.1	53.5	+ 2.4	51.6	51.2	- .4	52.4	55.6	+ 3.2
	8	41.7	31.9	- 9.8	40.5	36.8	- 3.7	50.5	49.0	- 1.5	50.2	48.0	- 2.2	51.9	48.8	- 3.1
	1	44.8	42.2	- 2.6	40.9	50.9	+10.0	51.3	49.0	- 2.3	51.3	41.7	- 9.6	50.9	50.2	- .7
	2	42.3	28.8	-13.5	39.0	34.3	- 4.7	46.5	40.0	- 6.5	44.8	40.0	- 4.8	44.2	42.3	- 1.9
W	3	42.5	36.5	- 6.0	41.6	35.8	- 5.8	48.4	45.2	- 3.2	47.7	47.2	- .5	46.6	40.5	- 6.1
R	4	41.8	37.7	- 4.1	39.9	34.8	- 5.1	46.1	45.7	- .4	46.2	44.3	- 1.9	46.3	45.3	- 1.0
I	5	39.4	33.9	- 5.5	38.2	40.1	+ 1.9	45.0	46.6	+ 1.6	46.2	49.7	+ 3.5	45.7	50.3	+ 4.6
T	6	39.6	37.5	- 2.1	39.0	35.5	- 3.5	48.2	47.9	- .3	49.1	52.0	+ 2.9	49.2	47.9	- 1.3
E	7	39.0	37.7	- 1.3	39.0	36.1	- 2.9	48.8	53.6	+ 4.8	50.6	49.6	- 1.0	50.3	54.5	+ 4.2
	8	39.5	36.4	- 3.1	39.1	40.8	+ 1.7	47.5	46.2	- 1.3	48.0	47.8	- 0.2	49.1	48.0	- 1.1

Table F

Achievement Profile for Newton 1988-19922

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	56.1	+13.7	39.8	48.3	+ 8.5	52.2	61.7	+ 9.5	51.4	59.5	+ 8.1	50.1	60.3	+10.2
	2	41.8	33.6	- 8.2	39.5	38.1	- 1.4	49.2	47.7	- 1.5	46.7	49.0	+ 2.3	46.0	55.2	+ 9.2
R	3	42.6	43.9	+ 1.3	40.4	39.9	- 0.5	45.3	43.7	- 1.6	45.2	51.2	+ 6.0	44.5	53.0	+ 8.5
E	4	35.5	35.4	- 0.1	35.2	40.7	+ 5.5	40.3	42.0	+ 1.7	40.9	42.6	+ 1.7	40.9	43.8	+ 2.9
A	5	36.0	33.4	- 2.6	33.6	36.6	+ 3.0	42.2	41.5	- 0.7	42.6	41.5	- 1.1	42.8	47.0	+ 4.2
D	6	37.0	40.0	+ 3.0	36.7	37.1	+ 0.4	43.0	42.7	- 0.3	43.8	43.7	- 0.1	43.2	51.0	+ 7.8
	7	37.9	42.7	+ 4.8	39.4	38.7	- 0.7	44.3	46.0	+ 1.7	45.5	46.3	+ 0.8	45.8	57.5	+11.7
	8	38.8	47.1	+ 8.3	37.8	40.4	+ 2.6	44.4	51.8	+ 7.4	45.0	45.0	0.0	45.6	41.8	- 3.8
	1	48.2	56.7	+ 8.5	46.1	47.1	+ 1.0	58.4	56.0	- 2.4	58.2	56.0	- 2.2	56.9	59.3	+ 2.4
M	2	50.7	41.6	- 9.1	47.0	38.7	- 8.3	58.2	57.0	- 1.2	57.0	54.0	- 3.0	56.4	76.0	+19.6
A	3	49.2	45.5	- 3.7	46.4	36.9	- 9.5	56.6	54.8	- 1.8	54.2	65.0	+10.8	53.0	60.5	+ 7.5
T	4	45.8	48.2	+ 2.4	44.2	47.2	+ 3.0	51.3	52.7	+ 1.4	52.0	45.8	- 6.2	52.7	61.5	+ 8.8
H	5	43.6	43.5	- 0.1	42.3	37.7	- 4.6	53.6	53.0	- 0.6	55.3	52.0	- 3.3	56.1	61.8	+ 5.7
	6	45.0	41.6	- 3.4	44.4	41.0	- 3.4	60.6	64.0	+ 3.4	61.1	66.0	+ 4.9	60.7	65.7	+ 5.0
	7	42.6	40.7	- 1.9	44.5	40.6	- 3.9	51.1	50.4	- 0.7	51.6	55.0	+ 3.4	52.4	66.0	+13.6
	8	41.7	38.1	- 3.6	40.5	40.7	- 0.2	50.5	60.3	+ 9.8	50.2	53.8	+ 3.6	51.9	47.3	- 4.6
	1	44.8	46.3	+ 1.5	40.9	41.7	+ 0.8	51.3	67.8	+16.5	51.3	60.2	+ 8.9	50.9	56.9	+ 6.0
	2	42.3	37.6	- 4.7	39.0	35.1	- 3.9	46.5	47.2	+ 0.7	44.8	47.3	+ 2.5	44.2	56.0	+11.8
W	3	42.5	41.0	- 1.5	41.6	36.6	- 5.0	48.4	53.2	+ 4.8	47.7	58.0	+10.3	46.6	54.0	+ 7.4
R	4	41.8	41.0	- 0.8	39.9	37.8	- 2.1	46.1	51.3	+ 5.2	46.2	43.8	- 2.4	46.3	52.3	+ 6.0
I	5	39.4	35.0	- 4.4	38.2	36.8	- 1.4	45.0	46.6	+ 1.6	46.2	41.9	- 4.3	45.7	48.6	+ 2.9
T	6	39.6	41.0	+ 1.4	39.0	41.3	+ 2.3	48.2	48.0	- 0.2	49.1	53.0	+ 3.9	49.2	55.7	+ 6.5
E	7	39.0	46.0	+ 7.0	39.0	44.4	+ 5.4	48.8	47.5	- 1.3	50.6	54.0	+ 3.4	50.3	48.0	- 2.3
	8	39.5	54.0	+14.5	39.1	50.7	+11.6	47.5	51.4	+ 3.9	48.0	46.3	- 1.7	49.1	46.2	- 2.9

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Table G

Achievement Profile for Quitman: 1988-1992

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	45.5	+ 3.1	39.8	36.8	-3.0	52.2	52.2	0	51.4	44.8	-6.6	50.1	54.1	+4.0
	2	41.8	50.3	+ 8.5	39.5	33.6	-5.9	49.2	46.4	-2.8	46.7	43.7	-3.0	46.0	55.1	+9.1
R	3	42.6	33.7	- 8.9	40.4	30.9	-9.5	45.3	42.9	-2.4	45.2	45.6	+ .4	44.5	42.8	-1.7
E	4	35.5	19.7	-15.8	35.2	33.0	-2.2	40.3	40.6	+ .3	40.9	42.3	+1.4	40.9	39.9	-1.0
A	5	36.0	33.0	- 3.0	33.6	35.8	+2.2	42.2	39.6	-2.6	42.6	40.0	-2.6	42.8	40.8	-2.0
D	6	37.0	34.8	- 2.2	36.7	31.3	-5.4	43.0	40.6	-2.4	43.8	40.3	-3.5	43.2	40.6	-2.6
	7	37.9	34.8	- 3.1	39.4	32.8	-6.6	44.3	44.8	- .5	45.5	46.0	+ .5	45.8	47.0	+1.2
	8	38.8	38.7	- .1	37.8	39.1	+1.3	44.4	46.0	+1.6	45.0	43.8	-1.2	45.6	44.5	-1.1
	1	48.2	40.7	- 7.5	46.1	35.5	-10.6	58.4	54.4	- 4.0	58.2	54.0	- 4.2	56.9	60.0	+ 3.1
	2	50.7	52.5	+ 1.8	47.0	44.9	- 2.1	58.2	55.7	- 2.5	57.0	56.3	- .7	56.4	67.4	+ 11.0
M	3	49.2	38.3	-10.9	46.4	33.9	-12.5	56.6	56.8	+ .2	54.2	55.7	+ 1.5	53.0	50.3	- 2.7
A	4	45.8	36.3	- 9.5	44.2	40.2	- 4.0	51.3	52.0	+ .07	52.0	47.5	- 4.5	52.7	49.0	- 3.7
T	5	43.6	42.5	- 1.1	42.3	46.4	+ 4.1	53.6	54.0	+ .04	55.3	53.6	- 1.7	56.1	52.0	- 4.1
H	6	45.0	45.7	+ .7	44.4	38.4	- 6.0	60.6	62.4	+ 1.8	61.1	57.3	- 3.8	60.7	57.0	- 3.7
	7	42.6	42.4	- .4	44.5	44.2	- .3	51.1	45.3	- 5.8	51.6	49.2	- 2.4	52.4	54.0	+ 1.6
	8	41.7	47.3	+ 5.6	40.5	44.4	+ 3.9	50.5	55.8	+ 5.3	50.2	52.7	+ 2.5	51.9	49.0	- 2.9
	1	44.8	37.3	- 7.5	40.9	31.3	-9.6	51.3	51.1	- .2	51.3	46.0	- 5.3	50.9	52.5	+ 1.6
	2	42.3	37.8	- 4.5	39.0	33.1	-5.9	46.5	43.4	- 3.1	44.8	38.4	- 6.4	44.2	53.5	+ 9.3
W	3	42.5	31.5	-11.0	41.6	31.9	-9.7	48.4	44.0	- 4.4	47.7	43.7	- 4.0	46.6	41.5	- 5.1
R	4	41.8	33.4	- 8.4	39.9	38.6	-1.3	46.1	51.9	+ 5.8	46.2	44.5	- 1.7	46.3	46.2	- .1
I	5	39.4	36.8	- 2.6	38.2	39.6	-1.4	45.0	45.5	+ .5	46.2	43.8	- 2.4	45.7	38.8	- 6.9
T	6	39.6	37.5	- 2.1	39.0	34.1	-4.9	48.2	47.5	- .7	49.1	47.7	- 1.4	49.2	48.6	- .6
E	7	39.0	37.4	- 1.6	39.0	33.4	-5.6	48.8	49.9	+ 1.1	50.6	49.7	- .9	50.3	48.5	- 1.8
	8	39.5	37.7	- 1.8	39.1	38.3	- .8	47.5	51.3	+ 3.8	48.0	47.3	- .7	49.1	46.2	- 2.9

Table H

Achievement Profile for Warren 1988-1992

		1992			1991			1990			1989			1988		
Grade		Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff	Dist	Sch	Diff
	1	42.4	32.7	- 9.7	39.8	31.5	-8.3	52.2	56.0	+3.8	51.4	51.3	- .1	50.1	45.3	-4.8
	2	41.8	36.8	- 5.0	39.5	38.4	-1.1	49.2	46.0	-3.2	46.7	40.3	-6.4	46.0	42.5	-3.5
R	3	42.6	31.1	-11.5	40.4	33.4	-7.0	45.3	41.0	-4.3	45.2	42.4	-2.8	44.5	42.3	-2.2
E	4	35.5	26.3	- 9.2	35.2	33.4	-1.8	40.3	36.6	-3.7	40.9	39.6	-1.3	40.9	42.7	+1.8
A	5	36.0	40.4	+ 4.4	33.6	28.3	-5.3	42.2	36.5	-5.7	42.6	40.3	-2.3	42.8	41.5	-1.3
D	6	37.0	33.4	- 3.6	36.7	36.3	- .4	43.0	42.5	- .5	43.8	43.7	- .1	43.2	54.7	+11.5
	7	37.9	42.5	+ 4.6	39.4	36.1	-3.3	44.3	42.3	-2.0	45.5	43.7	-1.8	45.8	46.0	+.2
	8	38.8	33.6	- 5.2	37.8	37.4	- .4	44.4	46.0	+1.6	45.0	42.8	-2.2	45.6	45.2	-.4
	1	48.2	43.9	- 4.3	46.1	38.0	-8.1	58.4	74.0	+15.6	58.2	61.0	+2.8	56.9	58.0	+1.1
	2	50.7	42.4	- 8.3	47.0	54.5	+7.5	58.2	57.0	- 1.2	57.0	48.5	-8.5	56.4	49.7	-6.7
M	3	49.2	40.5	- 8.7	46.4	40.0	-6.4	56.6	53.2	- 3.4	54.2	46.3	-7.9	53.0	52.0	-1.0
A	4	45.8	34.1	-11.7	44.2	30.3	-13.9	51.3	54.7	+ 3.4	52.0	58.8	+6.8	52.7	46.5	-6.2
T	5	43.6	39.6	- 4.0	42.3	32.1	-10.2	53.6	52.0	- 1.6	55.3	55.5	+ .2	56.1	50.0	-6.1
H	6	45.0	40.1	- 4.9	44.1	44.5	+ .4	60.6	64.7	+ 4.1	61.1	56.5	-4.6	60.7	60.7	0
	7	42.6	47.1	+ 4.5	44.5	34.6	-9.9	51.1	45.5	- 5.6	51.6	53.0	+1.4	52.4	51.2	-1.2
	8	41.7	31.5	-10.2	40.5	37.4	-3.1	50.5	54.0	+ 3.5	50.2	46.7	-3.5	51.9	46.7	-5.2
	1	44.8	50.9	+6.1	40.9	40.9	0	51.3	54.4	+3.1	51.3	52.6	+1.3	50.9	48.5	-2.4
	2	42.3	42.6	+ .3	39.0	33.5	-5.5	46.5	40.0	-6.5	44.8	37.0	-7.8	44.2	40.0	-4.2
W	3	42.5	33.4	-9.1	41.6	39.0	-2.6	48.4	40.0	-8.4	47.7	41.7	-6.0	46.6	43.5	-3.1
R	4	41.8	36.7	-5.1	39.9	37.4	-2.5	46.1	41.3	-4.8	46.2	47.0	+ .8	46.3	46.7	+ .4
I	5	39.4	43.2	+3.8	38.2	31.5	-6.7	45.0	39.5	-5.5	46.2	43.5	-2.7	45.7	46.3	+ .6
T	6	39.6	38.0	-1.6	39.0	39.4	+ .4	48.2	46.0	-2.2	49.1	49.0	- .1	49.2	48.5	- .7
E	7	39.0	38.0	-1.0	39.0	31.5	-7.5	48.8	49.5	+ .7	50.6	52.8	+2.2	50.3	52.5	+2.2
	8	39.5	36.4	-3.1	39.1	37.4	-1.7	47.5	48.0	+ .5	48.0	45.0	-3.0	49.1	47.0	-2.1